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x

CONTENTS

Calendar	vii-viii
The Board of Trustees	ix
The College Administration	x-xxiii
Advisory Committees	xxiv-xxv

ANNUAL REPORT FOR 1909-10

Report of the President	3
Report of the Chairman of the Executive Committee	4-96
I. Trustees	4
Election of Members	4
Important Official Actions	5
Important Prudential Committee Actions	9
II. Donors	14
Gifts Reported by the Treasurer	15
Gifts Reported by the Librarian	17
Gifts for Various Collections	18
Living Endowment Union	18
Glass Gifts	19
III. Administrative Officers	19
Treasurer, Secretary, and Assistant to the President	20
Heads of Departments and Executive Officers	29
Other General Officers	35
IV. Faculty	36
Changes in the Faculty	36
The Service of Mrs. A. A. F. Johnston	44
Important Official Actions	45

	Outside Work and Lectures	48
	Publications	55
V.	Alumni	56
	Necrology	57
VI.	Students	58
	Adviser of Foreign Students	59
	The Race Question	60
	Beneficiary Aid	62
	The Christian Associations	77
	Shansi Memorial Association	89
	Lectures and Concerts in Oberlin	92
VII.	Relations to Other Educational Institutions	94
	Educational Meetings	94
	Colleges and Universities	95
VIII.	Needs	96

SUPPLEMENTARY REPORTS

GENERAL OFFICERS AND HEADS OF DEPARTMENTS	97
Secretary	97
Faculty of the College of Arts and Sciences	111
Dean of College Men	194
Dean of College Women	202
Chairman of Committee on Admission	204
Registrar of the College	231
Chairman of the Summer Session	237
Acting Dean of the Theological Seminary	240
Director of the Conservatory of Music	241
Dean of Conservatory Women	249
Principal of the Academy	250
Associate Principal of the Academy	252
Dean of Academy Women	255
Librarian	256

CONTENTS

v

Chairman of the Deans of Women	269
Director of the Men's Gymnasium	271
Director of Athletics	276
Director of the Women's Gymnasium	282
Superintendent of Buildings and Grounds	292

NECROLOGICAL RECORD OF ALUMNI	295-309
---	---------

STATISTICS OF INSTRUCTION AND ATTENDANCE	310-332
--	---------

REPORT OF THE TREASURER

Treasurer's Statement	337
Accounts	347

Report of the Auditing Committee	401
Actions Taken at the Annual Meeting of the Board of Trustees	403
Alumni Associations	407
Gifts and Form of Bequests	413
Index	417

CALENDAR

In the College and Seminary departments the year is divided into two *semesters*, in the Academy, Conservatory, and Art departments the year is divided into three *terms*.

COLLEGE YEAR OF 1910-11

1910

Friday, November 11,	Annual Meeting of the Board of Trustees.
Thursday, November 24,	Thanksgiving Day—a holiday.
Wednesday, December 21,	Fall term ends.

1911

Wednesday, January 4,	Winter term begins.
Thursday, January 26,	Day of Prayer for Colleges—a holiday.
January 30—February 4.	Final Examinations, first semester.
Saturday, February 4,	First semester ends.
Tuesday, February 7,	Second semester begins.
Wednesday, February 22,	Washington's Birthday—a holiday.
Wednesday, March 29, noon,	Winter term ends.
Wednesday, April 5,	Spring term begins.
Thursday, May 11,	Commencement, Theological Seminary.
Tuesday, May 30,	Decoration Day—a holiday.
June 12—June 17,	Final Examinations, second semester.
Sunday, June 18,	Baccalaureate Service.
Monday, June 19,	Semi-Annual Meeting of the Board of Trustees.
Wednesday, June 21,	Seventy-eighth Annual Commencement.
Thursday, June 22,	Summer vacation begins; Summer session begins.
Friday, August 11,	Summer Session ends.

COLLEGE YEAR OF 1911-12

1911

Wednesday, September 20,	Registration of students begins.
Thursday, September 21,	Registration of students; First semester begins; Fall term begins.
Friday, November 17,	Annual Meeting of the Board of Trustees.
Thursday, November 30,	Thanksgiving Day—a holiday.
Wednesday, December 20, noon,	Fall term ends.

1912

Wednesday, January 3,	Winter term begins.
Thursday, January 25,	Day of Prayer for Colleges.
January 29—February 3,	Final Examinations, First Semester.
Saturday, February 3, noon,	First semester ends.
Tuesday, February 6,	Second semester begins.
Wednesday, March 27, noon,	Winter term ends.
Wednesday, April 3,	Spring term begins.
Thursday, May 30,	Decoration Day—a holiday.
Wednesday, June 19,	Seventy-ninth Annual Commencement.

THE BOARD OF TRUSTEES

REV. HENRY CHURCHILL KING, D.D., LL.D., PRESIDENT

TERM EXPIRES JANUARY 1, 1912

H. CLARK FORD,	Cleveland, O.
HON. L. PAUL HOWLAND, ¹	Cleveland, O.
HOMER H. JOHNSON,	Cleveland, O.
CHARLES H. KIRSHNER,	Kansas City, Mo.

TERM EXPIRES JANUARY 1, 1913

FREDERICK N. FINNEY,	Milwaukee, Wis.
EDWARD J. GOODRICH,	Oberlin, O.
LOUIS H. SEVERANCE,	New York, N. Y.
LUCIEN C. WARNER, ¹ LL.D.,	New York, N. Y.

TERM EXPIRES JANUARY 1, 1914

WILLIAM C. COCHRAN,	Cincinnati, O.
REV. FRANK S. FITCH, D.D.,	Buffalo, N. Y.
IRVING W. METCALF,	Oberlin, O.
MERRITT STARR, ¹	Chicago, Ill.

TERM EXPIRES JANUARY 1, 1915

REV. DAN F. BRADLEY, ¹ D.D.,	Cleveland, O.
CHARLES F. COX,	New York, N. Y.
WILLIAM N. GATES,	Elyria, O.
JOHN R. ROGERS,	Brooklyn, N. Y.

TERM EXPIRES JANUARY 1, 1916

DUDLEY P. ALLEN, LL.D. ¹	Cleveland, O.
JOHN G. W. COWLES, LL.D.,	Cleveland, O.
REV. CHARLES S. MILLS, D.D.,	St. Louis, Mo.
REV. HENRY M. TENNEY, D.D.,	Oberlin, O.

TERM EXPIRES JANUARY 1, 1917

HON. THEODORE E. BURTON, ¹ LL.D.,	Cleveland, O.
CHARLES M. HALL, LL.D.,	Niagara Falls, N. Y.
REV. CHARLES J. RYDER, D.D.,	New York, N. Y.
CHARLES B. SHEDD,	Chicago, Ill.

¹ Elected by the Alumni.

THE TRUSTEES

TRUSTEE COMMITTEES

Appointments:—Bradley, Cox, Hall, Ryder.

Auditing:—I. W. Metcalf, Kirshner.

Honorary Degrees:—King, Fitch, Warner.

Investment:—King, Ford, Gates, H. H. Johnson, J. R. Severance.
L. H. Severance.

Nomination of Trustees:—Warner, Cochran, Howland.

Prudential:—King, Bosworth, Doolittle, E. P. Johnson, G. M. Jones.
I. W. Metcalf, Morrison, Root, J. R. Severance, Swing. Williams.

Location, Plans, and Construction of College Buildings:—King,
Gates, H. H. Johnson, Shedd, Warner.

THE COLLEGE ADMINISTRATION 1910-11

OFFICERS AND MEMBERS OF THE FACULTY

GENERAL OFFICERS

President, Henry Churchill King
Treasurer, James R. Severance
Librarian, Azariah S. Root
Secretary, George M. Jones
Superintendent of Buildings and Grounds, Charles P. Doolittle
Director of Men's Gymnasium, Fred E. Leonard
Director of Women's Gymnasium, Miss Delphine Hanna
Assistant to the President, Charles W. Williams
Director of Athletics, C. Winfred Savage
Secretary to the President, and Secretary of the Bureau of
Appointments, W. Fred Bohn
Assistant Treasurer, Hiram B. Thurston
Custodian of the Olney Art Collection, Mrs. M. P. B. Hill Wright.

EMERITUS PROFESSORS

Harmony of Science and Revelation—G. Frederick Wright
Sacred Rhetoric and Practical Theology—Albert H. Currier

THE COLLEGE OF ARTS AND SCIENCES

Chairman of the Faculty, Henry C. King
Vice-Chairman, Charles B. Martin
Clerk of the Faculty, George M. Jones
Dean of College Men, Edward A. Miller
Dean of College Women, Miss Florence M. Fitch
Registrar, Miss Flora Isabel Wolcott
Assigning Officer, William G. Caskey

Bibliography, Language, Literature, and Art

Bibliography—Azariah S. Root, Professor

English— Charles H. A. Wager, Professor (Absent 1910-11)
 Philip D. Sherman, Associate Professor
 R. Archibald Jelliffe, Associate Professor
 Miss Mary M. Belden, Instructor
 Miss Esther C. Ward, Instructor
 Earl A. Aldrich, Instructor
 William S. Ament, Instructor

Oratory and Rhetoric—

William G. Caskey, Professor

Latin—

Charles N. Cole, Professor
 Louis E. Lord, Associate Professor

Greek—

Charles B. Martin, Professor
 *Louis E. Lord, Associate Professor

Romance Languages—

John R. Wightman, Professor
 Kirke L. Cowdrey, Associate Professor
 Russell P. Jameson, Associate Professor

German—

William E. Mosher, Professor
 Miss Arletta M. Abbott, Professor
 Miss Hermine C. Stueven, Instructor
 George P. Jackson, Instructor

Hebrew—

*Kemper Fullerton, Professor

Drawing and Painting—

Miss Eva M. Oakes, Associate Professor
 Miss Ellen F. Guthrie, Assistant

Music—

See Faculty of the Conservatory of Music

Musical History—

*Edward Dickinson, Professor

Archæology and Art—

*Charles B. Martin, Professor
 *Charles N. Cole, Professor

* Major teaching in another department

Mathematics and the Sciences

Mathematics— Frederick Anderegg, Professor
 William D. Cairns, Associate Professor
 Miss Mary E. Sinclair, Associate Professor
 F. Easton Carr, Instructor
 Forrest R. Baker, Instructor

Physics and Astronomy—

Samuel R. Williams, Professor
 Edward J. Moore, Associate Professor
 *Forrest R. Baker, Assistant

Chemistry and Mineralogy—

Frank F. Jewett, Professor
 William H. Chapin, Associate Professor
 James C. McCullough, Instructor
 Admont H. Clark, Assistant

Geology— George D. Hubbard, Acting Professor

Zoology— Maynard M. Metcalf, Professor
 Lynds Jones, Associate Professor
 Robert A. Budington, Associate Professor

Botany— Frederick O. Grover, Professor
 Miss Susan P. Nichols, Instructor
 Two Student Assistants

Anatomy, Physiology, and Hygiene—

*Fred E. Leonard, Professor
 *Mrs. Miriam T. Runyon, Instructor

History and Social Science

History— Lyman B. Hall, Professor
 Albert H. Lybyer, Associate Professor

Economics and Sociology—

Albert B. Wolfe, Professor
 Harley L. Lutz, Associate Professor

Political Science—

Karl F. Geiser, Professor

* Major teaching in another department

Philosophy, Psychology, Education, and Bible

Philosophy—

Simon F. MacLennan, Professor

Miss Florence M. Fitch, Professor

Miss Ethel M. Kitch, Instructor

Psychology—

Raymond H. Stetson, Professor

*Miss Ethel M. Kitch, Instructor

Education— Edward A. Miller, Professor

Bible and Christian Religion—

*Henry C. King, Professor

*Edward I. Bosworth, Professor

*Miss Florence M. Fitch, Professor

*William J. Hutchins, Professor

Teachers Course in Physical Training

Physical Training—

Fred E. Leonard, Professor

Miss Delphine Hanna, Professor

C. Winfred Savage, Professor

Mrs. Miriam T. Runyon, Instructor

Miss Helen F. Cochran, Instructor (absent 1910-11)

Mrs. Ellen B. Hatch, Instructor

Miss Mary I. Dick, Teacher

Miss Faith W. Tenney, Teacher

THE THEOLOGICAL SEMINARY

Chairman of the Faculty, Henry C. King

Senior Dean and Vice-Chairman, Edward I. Bosworth

Junior Dean, G. Walter Fiske

Secretary and Registrar, Kemper Fullerton

Theology— Henry C. King, Professor

New Testament Language and Literature—

Edward I. Bosworth, Professor

Church History—

Albert T. Swing, Professor

* Major teaching in another department

Old Testament Language and Literature—

Kenper Fullerton, Professor

Homiletics— William J. Hutchins, Professor

Practical Theology—

G. Walter Fiske, Professor

Oratory and Rhetoric—

*William G. Caskey, Professor

Economics and Sociology—

*Albert B. Wolfe, Professor

Slavic Department—

Louis F. Miskovsky, Principal

THE CONSERVATORY OF MUSIC

Chairman of the Faculty, Henry C. King

Director and Vice-Chairman, Charles W. Morrison

Secretary, Miss Annie P. Kellogg

Dean of Conservatory Women, Mrs. H. W. Woodford

Librarian of the Conservatory, Miss Edith Dickson

Pianoforte— Miss L. Celestia Wattles, Professor

Howard H. Carter, Professor

William K. Breckenridge, Professor

J. Arthur Demuth, Professor

Charles K. Barry, Professor

William T. Upton, Professor

Orville A. Lindquist, Associate Professor

Walter P. Stanley, Associate Professor (absent 1910-11)

George C. Hastings, Associate Professor

Bruce H. Davis, Associate Professor

*Frederick Goerner, Associate Professor

Mrs. Ada M. Hastings, Instructor

Mrs. Maude T. Doolittle, Instructor

Mrs. Amelia H. Doolittle, Instructor

History and Criticism of Music—

Edward Dickinson, Professor

* Major teaching in another department

- Singing—* Arthur S. Kimball, Professor
 Edgar G. Sweet, Professor
 Herbert Harroun, Professor
 Charles H. Adams, Professor
 William J. Horner, Associate Professor (absent 1910-11)
 Mrs. Kate W. Morrison, Instructor
 Mrs. Margaret J. Adams, Instructor
 Miss Kate W. Peck, Instructor
 Mrs. Florence J. Clancy, Instructor
- Organ—* George W. Andrews, Professor
 J. Franklin Alderfer, Associate Professor
 John Doane, Jr., Instructor
 *George S. Dickinson, Instructor
- Violin—* Frederick G. Doolittle, Professor
 *J. Arthur Demuth, Professor
 Fritz Koehler, Associate Professor
- Violoncello—* Charles P. Dolittle, Instructor
 Frederick Goerner, Associate Professor
- Wind Instruments—*
 *J. Arthur Demuth, Professor
- Harmony, Counterpoint and Composition—*
 *George W. Andrews, Professor
 Arthur E. Heacox, Professor
 Friedrich J. Lehmann, Professor
 Mrs. Bertha M. Miller, Instructor
 George S. Dickinson, Instructor
- Public School Music—*
 Karl W. Gehrken, Instructor

THE ACADEMY

Chairman of the Faculty, Henry C. King
 Principal and Vice-Chairman, John F. Peck
 Associate Principal, Earl F. Adams
 Secretary of the Faculty, John T. Shaw
 Dean of Academy Women, Miss Edith C. Fargo

* Major teaching in another department

THE FACULTY

xvii

<i>English—</i>	Miss Rosa M. Thompson, Instructor Miss E. Louise Brownback, Instructor Mrs. Edith C. Fargo, Instructor Frank Sicha, Jr., Tutor
<i>History—</i>	John E. Wirkler, Instructor
<i>Debate—</i>	Taught by a Student Assistant
<i>Latin—</i>	John T. Shaw, Associate Professor Miss Frances J. Hosford, Associate Professor Miss Clara L. Smithe, Instructor
<i>Greek—</i>	John F. Peck, Associate Professor
<i>French—</i>	Mrs. Mary T. Cowdery, Tutor
<i>German—</i>	Mrs. Alice M. Swing, Tutor Mrs. Antoinette B. Harroun, Tutor
<i>Drawing and Painting—</i>	*Miss Eva M. Oakes, Associate Professor *Miss Ellen F. Guthrie, Assistant
<i>Mathematics—</i>	Roy V. Hill, Instructor Hubert E. Husted, Tutor
<i>Physics—</i>	Earl F. Adams, Associate Professor *Hubert E. Husted, Tutor
<i>Botany and Zoology—</i>	Carl B. Wilson, Tutor
<i>Physical Training—</i>	In the charge of a Student Assistant

THE LIBRARY

<i>Librarian—</i>	Azariah S. Root
<i>Reference Librarian—</i>	Miss M. Theodosia Currier
<i>Head Cataloguer—</i>	Miss Eoline Spaulding

*Major teaching in another department.

Assistants— William W. Foote
Miss Mary J. Fraser
Miss Hattie M. Henderson
Miss Edith M. Thatcher
Miss Esther A. Close
Miss Elizabeth W. Marcy
Miss Narine G. Barnum

FACULTY COMMITTEES

GENERAL FACULTY

Adviser of Foreign Students:—Lybyer.

Art Interests:—Martin, Barry, Dickinson, Grover, Kimball, Lord, Miss Oakes.

Athletics:—(See Regulation of Athletic Sports.)

Care of Buildings:—(See Committee of Prudential Committee.)

Catalogue:—G. M. Jones, Fiske, Lord, Morrison, Peck.

Chapel Seating:—Miller, Mrs. Fargo, Miss Fitch, Fullerton, Peck, Miss Wolcott, Mrs. Woodford.

Commencement and Other Public Occasions:

1. *General Arrangements*—G. M. Jones, Cowdery, Fiske, Hall, Leonard, Martin, Morrison, Peck, Root, Savage, Sherman, C. W. Williams, Mrs. Woodford.

2. *Entertainment of Guests*—Morrison, C. H. Adams, Carr, Carter, Mrs. Fargo, Jelliffe, Swing.

3. *Processions and Seating*—Savage, E. F. Adams, Budington, Jameson, Wirkler.

4. *Alumni Dinner*—Cowdery, Alderfer, Cairns, Caskey, Harroun, Hastings, Heacox, McCullough, Moore, Mosher, S. R. Williams.

5. *Decoration*—Sherman, Baker, Barry, Breckenridge, Miss Brownback, Chapin, Hill, Miss Oakes, Miss Sinclair.

6. *Distribution of Tickets*—Leonard, Lord, Thurston.

Discipline:—Miller, Anderegg, Caskey, King, MacLennan, Morrison, Peck.

Dramatic Performances:—Sherman, Miss Fitch, Miller.

Graduate Study and Degrees in Course:—Anderegg, Cole, Fiske, Fullerton, Hall, Metcalf, Wolfe.

Gymnasium:—Men, Leonard L. Jones, Lutz, Savage. Women, Miss Hanna, Mrs. Hatch, Miss Hosford, Miss Wattles.

Honorary Degrees:—King, Bosworth, Jewett, Hall, Metcalf, Root.

Lectures and Entertainments:—Wightman, Carter, F. G. Doolittle. Geiser, Miskovsky, Mosher, Swing.

Library:—Root, Bosworth, Dickinson, Grover, Hall, Martin, Shaw,

Location, Plans, and Construction of College Buildings:—G. M. Jones, Grover, Leonard, Martin, C. W. Williams.

Monthly Lectures:—King, Bosworth, Martin, Wolfe.

Musical Interests:—Mosher, Hutchins, Jackson, Lehmann, Upton, Wirkler.

Newspaper Correspondence:—Sherman, Bohn, Fiske, Geiser, G. M. Jones, C. W. Williams.

Nominations:—King, Bosworth, Martin, Root.

Outside Representation:—Hall, Andrews, Budington, Hutchins, Lord.

Petitions and Requests from Students:—Caskey, E. F. Adams, Miss Fitch, L. Jones, Miller, Morrison, Miss Thompson.

Regulation of Athletic Sports:—*Faculty*, Miller, Savage, Jelliffe; *Alumni*, A. G. Comings, '77; G. C. Jameson, '90; W. N. Crafts, '92; *Students*, A. F. Baker, '12; L. H. MacDaniels, '12; C. C. Young, '13.

Religious Interests:—Hutchins, Andrews, Bohn, Bosworth, Cowdery, Miss Fitch, Miss Hosford, Hubbard, Moore, Shaw, Sweet.

Requests for Work with Private Teachers:—Peck, Miss Fitch, Mrs. Fargo, Miller, Mrs. Woodford.

Secondary Schools:—Miller, E. F. Adams, Bohn, Cole, G. M. Jones, Miss Ward.

Situations for Graduates:—Miller, Bohn, Miss Fitch, G. M. Jones, Lutz, C. W. Williams, Miss Wolcott. (Bohn, Secretary.)

Special Occasions:—Grover, Miss Abbott, Miss Belden, Budington, Mrs. Fargo, Miss Kitch, Lybyer, Metcalf, Shaw, Miss Sinclair, Upton, Wightman.

Student Conferences:—King, Bosworth, Hubbard, Miller Morrison, Peck.

Supervision of Appeals to Alumni:—C. W. Williams, Fiske, Dr. G. C. Jameson, G. M. Jones, Morrison, Root.

COLLEGE FACULTY

Administration:

General Committee:—King, Anderegg, Cairns, Caskey, Cole, Miss Hosford, Jewett, G. M. Jones, Martin, Root.

Nominations:—King, Anderegg, Jewett, Martin, Root

Free Tuition and Beneficiary Aid:—Men, G. M. Jones,, Anderegg, Jewett, Martin, Miller. Women, Miss Hosford, Mrs. Fargo, Miss Fitch, Miss Sinclair.

Intercollegiate Debate:—Caskey, Geiser, Hall, Lutz, Sherman, Stetson.

Student Publications:—Jewett, Caskey, Jelliffe.

Admission:—G. M. Jones, Anderegg, Cole, Grover, Hall, Hubbard, Jewett, Martin, Metcalf, Mosher, S. R. Williams.

Summer Session:—Cole, Hall, Hubbard, MacLennan, Martin, Wolfe.

Assistance in Reading Papers:—Cairns, Geiser, Jewett.

Educational Policy:

General Committee:—(See Committee on Course.)

Advisory Officers:—Cole, MacLennan, Mosher, Stetson.

Course of Study:—King and Chairmen of Divisions—Anderegg, Caskey, Jewett, Leonard, Martin, Stetson, Wightman, Wolfe.

Conference with Students Planning for, and General Relation to, Professional Schools:—Wolfe, Cairns, Fullerton, Hubbard, Leonard, Metcalf, S. R. Williams.

Schedules:—Caskey, Budington, Lord, MacLennan, Mosher.

Division Committees:

A. *English, Bibliography, and Oratory:*—Chairman, Caskey.

B. *Greek, Latin, and Archæology:*—Chairman, Martin.

C. *German and Romance Languages:*—Chairman, Wightman.

D. *Mathematics:*—Chairman, Anderegg.

E. *History, Economics, Sociology, and Political Science:*—Chairman, Wolfe.

F. Philosophy, Psychology, Bible, and Education:—Chairman, Stetson.

G. Physical Training, Anatomy, Physiology, and Hygiene:—Chairman, Leonard.

H. Science:—Chairman, Jewett.

Scholarship:

General Committee:—King, Cairns, Cole, Miller, Sherman.

Additional Work:—Cole, Cowdery, Metcalf, Miss Wolcott.

Substitutions and Required Work:—Sherman, Miss Fitch, Mosher, Miss Wolcott.

Failure in Scholarship:—Miller, Mosher, Miss Sinclair, Miss Wolcott.

Re-examinations:—Cairns, Chapin, Jameson, Lord, Moore.

Tests of Efficiency: General Committee:—King, Anderegg, Cole, Leonard, MacLennan.

General Administration:—Cole, Miss Abbott, Bohn, Grover, Jameson, G. M. Jones, Miller, Miss Oakes, Root, C. W. Williams, S. R. Williams, Miss Wolcott.

Curriculum and Degrees:—MacLennan., Baker, Cairns, Miss Hanna, Hubbard, Jelliffe, Lord, Lutz, Metcalf, Miss Nichols, Stetson, Miss Stueven, Wightman, Wolfe.

Instruction and Scholarship:—Anderegg, Aldrich, Miss Belden, Chapin, Cowdery, Geiser, Jackson, Jewett, Miss Kitch, Martin, Savage, Sherman, Miss Sinclair, Miss Ward.

Student Work and Life:—Leonard, Ament, Budington, Carr, Caskey, Miss Fitch, Hall, Mrs. Hatch, L. Jones, Lybyer, McCullough, Moore, Mosher.

THEOLOGICAL FACULTY

Advertising, Newspaper Correspondence, and Printing:—Fiske, Fullerton, Miskovsky.

Catalogue:—Fiske, Fullerton.

Commencement:—Swing, Caskey, Hutchins, Miskovsky.

Council Hall:—Hutchins, Bosworth, Fiske, Fullerton.

Curriculum:—Bosworth, Fiske, Fullerton., Swing.

Endowment:—Bosworth, Fiske, King, Swing.

Failure in Scholarship:—Fullerton, Fiske, Hutchins.

Finance and Budget:—Swing, Bosworth, Fiske, Hutchins.

Outside Representation and Lectures:—Swing, Fullerton, Miskovsky.

Pulpit Supplies and Field Work:—Fiske, Bosworth, Miskovsky, Hutchins.

Scholarships and Loans:—Fullerton, Hutchins, Swing.

Slavic Department:—Miskovsky, Bosworth, Fullerton, Swing.

Student Employment Fund:—Fiske, Bosworth, Hutchins.

CONSERVATORY FACULTY

Artists' Recitals:—Morrison, Adams, Breckenridge.

Graduation:—Morrison, Dickinson, Lehmann, Mrs. Woodford, and other teachers of candidate in question.

ACADEMY FACULTY

Appointments and Budget:—Peck, E. F. Adams, Miss Brownback, Mrs. Fargo, Hill, Miss Hosford, Shaw, Miss Smithe, Miss Thompson, Wirkler.

THE COUNCIL

OFFICERS AND COMMITTEES

GENERAL COUNCIL

Chairman, KING

Vice-Chairman, ROOT

Clerk, G. M. JONES

Appointment of Instructors and Adjustment of Work:—King, Bosworth, Martin, Morrison, Peck, Root.

Budget:—King, Root, Jewett, Martin, Morrison, Peck.

COLLEGE COUNCIL

Chairman, KING

Vice-Chairman, MARTIN

Clerk, G. M. JONES

Appointments:—King, Cole, Martin, Miller, Root.

Budget:—King, Cole, Martin, Root.

CONSERVATORY COUNCIL

Chairman, KING

Vice-Chairman, MORRISON

Secretary, MISS KELLOGG

Appointments:—Morrison, Andrews, Carter, F. G. Doolittle, Sweet, Miss Wattles.

Budget:—Morrison, Heacox.

THE PRUDENTIAL COMMITTEE

OFFICERS AND COMMITTEES

Chairman, KING

Vice-Chairman, ROOT

Secretary, G. M. JONES

Advertising:—G. M. Jones, Severance.

Arboretum:—C. P. Doolittle, C. W. Williams.

Boarding Halls:—Root, E. P. Johnson, Metcalf.

Budget:—Root, Swing.

Buildings and Grounds:—C. P. Doolittle, Morrison, Swing.

Men's Building:—King, Martin, Miller, J. B. Nash, '11, C. C. Young, '13.

Janitors and Use of Buildings:—Warner Gymnasium, Leonard; Warner and Rice Halls, Morrison; Women's Gymnasium, Miss Hanna; Council Hall, Hutchins; Use of Peters Hall, Miller; All other Buildings, C. P. Doolittle.

Rented Buildings:—C. P. Doolittle, Morrison, Severance.

Superintendent of Buildings and Grounds:—C. P. Doolittle.

THE WOMEN'S BOARD OF MANAGERS

Dean of College Women:—Miss Florence M. Fitch.

Dean of Conservatory Women:—Mrs. Harmonia W. Woodford.

Dean of Academy Women:—Mrs. Edith C. Fargo.

Term Expires 1911:—Mrs. Kate W. Morrison, Mrs. Alice M. Swing.

Term Expires 1912:—Miss Frances J. Hosford, Miss Delphine Hanna.

Term Expires 1913:—Miss Arletta M. Abbott, Mrs. Bertha M. Miller.

ADVISORY COMMITTEES

SEMINARY

Frank S. Fitch,¹ '70, 45 Lexington Ave., Buffalo, N. Y., Chairman.
Edward T. Harper,² '81, Madison, Wis., R. F. D. 6.
Caspar W. Hiatt,³ t. '85, Paris, France.

ACADEMY

Merritt Starr,¹ '75, 916 Monadnock Block, Chicago, Ill., Chairman.
Oscar S. Kriebel,² '89, Perkiomen Seminary, Pennsburg, Pa.
Rovillus R. Rogers,³ '76, 627 East 6th St., Jamestown, N. Y.

CONSERVATORY

Lucien C. Warner,¹ '65, 141 Broadway, New York, N. Y., Chairman.
Mrs. Helen Tupper Kinder² (Mrs. W. H.), c. '85, 824 Washington Ave., Findlay, O.
George B. Siddall,³ '91, 1015 Garfield Building, Cleveland, O.

DRAWING AND PAINTING

Irving W. Metcalf,¹ '78, Oberlin, O., Chairman.
Arthur S. Kimball,² Oberlin, O.
Alfred V. Churchill,³ h. '98, Smith College, Northampton, Mass.

LIBRARY

Charles F. Cox,¹ '69, Grand Central Station, New York, N. Y., Chairman.
Mrs. Salome Cutler Fairchild² (Mrs. E. M.), 10 St. Paul St., Baltimore, Md.
Charles P. Treat,³ '70, 49 W. 85th St., New York, N. Y.

ANCIENT LANGUAGES

Dan F. Bradley,¹ '82, 2905 Fourteenth St., S. W., Cleveland, O., Chairman.
James B. Smiley,² '89, 3211 Fourteenth St., S. W., Cleveland, O.
A. B. Bragdon,³ Monroe, Mich.

MODERN LANGUAGES

L. Paul Howland,¹ '87, 1023 Schofield Bldg., Cleveland, O., Chairman.
William I. Thomas,² University of Chicago, Chicago, Ill.
Henry T. West,³ '91, Kenyon College, Gambier, O.

¹ Term expires January 1, 1914.

² Term expires January 1, 1912

³ Term expires January 1, 1913

PHILOSOPHY

Charles J. Ryder,¹ '75, 287 Fourth Ave., New York, N. Y., Chairman.
 Pitt G. Knowlton,² '90, Fargo College, Fargo, N. D.
 Denton J. Snider,³ '62, 210 Pine St., St. Louis, Mo.

HISTORY

Charles H. Kirshner,¹ '86, Commerce Building, Kansas City, Mo.,
 Chairman.
 John R. Commons,² '88, 224 N. Murray St., Madison, Wis.
 George B. Heazelton,³ '79, San Rafael, Cal.

MATHEMATICS

Charles M. Hall,¹ '85, 136 Buffalo Ave., Niagara Falls, N. Y., Chairman.
 Walter N. Crafts,² '92, Oberlin, O.
 Albert M. Johnson,³ 2735 Michigan Ave., Chicago, Ill.

THE BIOLOGICAL SCIENCES

Dudley P. Allen,¹ '75, 1110 Euclid Ave., Cleveland, O., Chairman.
 Charles J. Chamberlain,² '88, University of Chicago, Chicago, Ill.
 Charles A. Kofoed,³ '90, University of California, Berkeley, Cal.

THE PHYSICAL SCIENCES

H. Clark Ford,¹ 917-921 Williamson Building, Cleveland, O., Chairman.
 John R. Rogers,² '75, 251 Gates Ave., Brooklyn, N. Y.
 Robert A. Millikan,³ '91, University of Chicago, Chicago, Ill.

ATHLETICS, GYMNASIUM, AND PHYSICAL TRAINING FOR MEN

William C. Cochran,¹ '69, 48 Blymyer Building, Cincinnati, O., Chair-
 man.
 Thomas D. Wood,² '88, 501 W. 120th St., New York, N. Y.
 *James B. Dill,³ 27-29 Pine St., New York, N. Y.

ATHLETICS, GYMNASIUM, AND PHYSICAL TRAINING FOR WOMEN

Homer H. Johnson,¹ '85, 1009 American Trust Building, Cleveland, O.,
 Chairman.
 Miss Harriet L. Keeler,² '70, 1953 E. 59th St., Cleveland, O.
 Mrs. Agnes Warner Mastick³ (Mrs. S. C.), '92, Pleasantville, N. Y.

ECONOMICS, POLITICAL SCIENCE, AND SOCIOLOGY

Hon. Theodore E. Burton,¹ '72, 709 Society for Savings Building,
 Cleveland, O., Chairman.
 Thomas N. Carver,² h. '05, 16 Kirkland Road, Cambridge, Mass.
 E. Dana Durand,³ '93, 2614 Woodley Place, Washington, D. C.

¹ Term expires January 1, 1914.

² Term expires January 1, 1912

³ Term expires January 1, 1913.

* Deceased, December 2, 1910.

Report of the President

Annual Report for 1909-1910

Presented by the President to the Trustees at the Annual Meeting, November 11, 1910

To the Board of Trustees of Oberlin College:

GENTLEMEN—By your official action the President was granted leave of absence for the entire academic year 1909-1910, for study and travel in the Orient, and the opportunity so given has been greatly prized. In view of this absence, it has seemed best that the annual report, usually made by the President, should be prepared this year by the Chairman of the Executive Committee, specially appointed for the year 1909-1910; not only because the events of the year under review are more directly and perfectly known to the chairman of that committee; but also because, as bearing primary responsibility for the year, it seemed only fair that the Chairman of the Executive Committee, Professor Root, should have the opportunity to make the full report for the year for which he had been so responsible, and that that report should find its place among the permanent, officially published records of the College.

In place of my own report, therefore, I submit herewith, and without further comment, the report of the Chairman of the Executive Committee for the year 1909-1910, while gratefully recognizing both for myself and for the College the efficient and unstinted service he has rendered.

Respectfully submitted,

HENRY CHURCHILL KING.

REPORT OF THE CHAIRMAN OF THE EXECUTIVE COMMITTEE

To the President:

SIR—In your absence during the year under review, the affairs of the college were in charge of an Executive Committee consisting of Professor E. I. Bosworth, Dean of the Theological Seminary, Professor Charles B. Martin, of the College of Arts and Sciences, Professor Charles W. Morrison, Director of the Conservatory of Music, Professor John F. Peck, Principal of the Academy, and myself as chairman. So far as possible the questions arising during the year were referred directly to the various Heads of Departments or Faculties. Professor Martin carried a very considerable burden in looking after the many details connected with the College of Arts and Sciences. Professor Bosworth had charge of selection of leaders for chapel, while general questions and matters affecting more than one faculty were referred to me.

History of the Year

I. TRUSTEES

Elections

Vacancies existing on the Board of Trustees at the beginning of the year were filled at the November meeting by the election of Mr. J. R. Rogers, of Brooklyn, New York, a graduate of the college with the class of 1875, and Mr. Charles H. Kirshner, of Kansas City, Missouri, a graduate of the class of 1886, these gentlemen taking the places of Mr. J. O. Troup,

of the class of 1870, and Mr. Amzi L. Barber, of the class of 1865.

The two meetings of the Trustees in November and June were well attended and the actions taken of great significance in the development of the college. Among the most important official actions were:

At the Annual Meeting, November 12, 1909

1. The conditional pledge by the General Education Board offering to contribute to the college for endowment purposes \$125,000 provided that on or before June 30, 1911, \$375,000 should be contributed in addition, was formally accepted by the Board in the following vote:

The Board of Trustees of Oberlin College, located at Oberlin, in the State of Ohio, hereby accept the conditional pledge of the General Educational Board, dated May 25, 1909, and covenants and agrees that, if the terms of the pledge are complied with and the money paid by the General Education Board, that the Board of Trustees of Oberlin College will faithfully perform the covenants on behalf of said College contained in said pledges.

2. The vote of the Trustees at the June meeting of 1909 locating the Administration Building in line with the Men's Building, facing east and west, and holding the same relative position with reference to the chapel and Peters Hall that the Men's Gymnasium does with reference to Peters Hall and Warner Conservatory, was reconsidered and, after a very full discussion, the matter was referred to the special committee on the location of college buildings for further consideration.

3. The question as to whether the college was doing the most it could for Freshman students, and whether there could be still further advance in the efficiency of the teaching

of Freshman students, was considered by the Trustees and a special committee was appointed to confer with a similar committee to be appointed by the faculty.

4. Announcement was made to the Board of Trustees of the bequest of \$50,000 contained in the will of the late John Stewart Kennedy, of New York city, and action was taken thereon.

5. The preliminary Budget for the year 1910-11, was presented, showing a deficit of more than eight thousand dollars. There was a prolonged discussion as to the financial policy of the institution in view of past deficits, and a probable deficit for the current year, resulting in a vote instructing the Budget Committee to present at the semi-annual meeting a Budget in which the expenses should not exceed the estimated income.

6. In connection with this meeting, the corner stone of the Men's Building was laid with appropriate ceremonies. At the noon chapel, the Reverend Dan F. Bradley, D. D., of the Board of Trustees, conducted the chapel exercises. Professor E. A. Miller delivered an address setting forth the purpose of the Men's Building and giving a brief description of the plans. After this the audience adjourned to the Men's Building where the corner stone was laid by Mr. Philip C. King, President of the senior class, and the dedicatory prayer was offered by the Reverend Henry M. Tenney, D.D., Acting President of the Board of Trustees.

At the Semi Annual Meeting, June 20, 1910

1. The Committee on Honorary Degrees recommended the conferring of the Degrees of Doctor of Laws upon Mr. Orville Wright and Mr. Wilbur Wright, of Dayton, Ohio, and upon Mr. Charles M. Hall, of Niagara Falls, New York, and

the conferring of the Degree of Doctor of Divinity upon President J. M. P. Metcalf, of Talladega College. This recommendation was unanimously adopted and the degrees were conferred on Commencement Day.

2. The Assistant to the President made a report concerning the new Half Million Fund and the Board gave consideration to the same.

3. The committee appointed to consider Dr. Bradley's proposal of a tutorial system made a report recommending, among other items:

(1) That an appropriation be made to meet the expenses incurred by the Deans in caring for new students;

(2) That closer inspection of work done by each department be made by the head of that department, either by personal visitation or by personal conference with the individual instructors in the department.

(3) That students failing in work be reported as early as the first month to the Deans, and every month thereafter until improvement is made, so that, by conference, warning, notification to parents and otherwise, the student shall be, as early as possible, faced with careless methods or inferior habits of life which are impairing his scholarship and made to realize instantly the necessity for better work.

This report was read and the committee was continued in order to find other ways for aiding the scholarship of Freshmen.

4. The recommendations of the Prudential Committee concerning a change in method of control of Oberlin properties and concerning bonds for the Treasurer and Assistant Treasurer were adopted.

5. The Faculty recommendation that the Summer Ses-

sion be allowed to carry forward its surplus, when there is any, was adopted.

6. The recommendations of the Faculty concerning the Men's Building and a fee for all men in the institution to meet the expenses of the Men's Building were adopted.

7. The Trustees voted that beginning with the Commencement of 1911, the charge be made of fifty cents per person for alumni dinner, provided, that there be no charge to the following persons:

(1) Officers of the college, according to the list in the catalogue;

(2) Members of the graduating class of the year.

8. The Prudential Committee presented a paper giving the situation as to the central heating plant and requesting that the Prudential Committee and Investment Committee, acting jointly, be given power to install a central heating plant if the necessity of the college requires it and if it could be shown to be a good investment for endowment money. This recommendation was approved.

9. The budget for the college year following is always adopted at the semi-annual meeting; and there is presented, therefore, at this point, an outline of the budget for the year 1910-1911:

BUDGET FOR 1910-11

University, College, Seminary, Academy Income

University	\$ 37,699
College	96,119
Theological Seminary	17,899
Slavic Department	4,080
Academy	16,150
Total	\$171,947

Expenses

University	\$ 44,046
College	92,213
Theological Seminary	17,680
Slavic Department	4,080
Academy	19,875
	\$177,894
University, <i>deficit</i>	\$ 6,347
College, <i>surplus</i>	3,906
Theological Seminary, <i>surplus</i>	219
Academy, <i>deficit</i>	3,725
<i>Net Deficit</i>	\$ 5,947
Gift of Mr. Charles M. Hall.....	6,000
<i>Balance</i>	53

The Conservatory of Music

Income	\$ 81,070
Expenses	74,770
Surplus	\$ 6,300

Important Prudential Committee Actions

Since the Prudential Committee acts for the Trustees in the interim between their meetings, a brief summary of the important actions of that committee should find record here.

On November 18th, and on subsequent dates, bills were approved for the shrubs, plants, and labor involved in the landscape gardening upon the campus and upon adjoining grounds. This improvement, so long needed, was made possible through the income of the Living Endowment Fund.

On the same date, an invitation was received to be represented at a memorial meeting to be held in memory of John Stewart Kennedy, to be held in New York on November 22d, and our Trustee, Mr. Charles F. Cox, was asked to represent the college on that occasion.

December 9th, and at many subsequent meetings, the committee considered the heating service of the Oberlin Gas & Electric Company. It was voted to appoint a special committee, consisting of Messrs. Root, Doolittle, and Severance, to investigate the whole question of heat and electric lights and to ask this committee to obtain figures for the erection and operation of a heating plant of our own. In accordance with this vote, the committee employed Mr. Richard D. Kimball, of Boston, who has superintended the erection of nearly forty college plants, to come to Oberlin and make a thorough investigation of the plant of the Oberlin Gas & Electric Company. A report was submitted to us showing the changes which, in his judgment, were necessary to be made if the service was to be satisfactory, and this report was referred to the general manager of the Oberlin Gas & Electric Company with the request that he inform us whether he was prepared to make the changes involved in the recommendations of the report. He also employed an expert who made an examination of the plant and then had conference with the committee. As a result of this conference, it was agreed on both sides that improvements were imperatively necessary. While not prepared to make all the improvements suggested by the expert of the college, Mr. Hay submitted a statement as to the improvements which would be made by him. This statement did not, in the judgment of the special committee, promise the certainty of heat which the interests of the college required. Accordingly, while negotiations were still continued in the endeavor to secure from the Oberlin Gas & Electric Company more extensive improvements, Mr. Kimball was employed to submit plans for a heating plant for the college. When these were prepared and criticised, he was asked to provide revised plans and obtain bids thereon. The bids indicated that the

cost of the plant would be in the vicinity of a hundred thousand dollars. Meanwhile the Oberlin Gas & Electric Company, upon further discussion, had agreed to make improvements which, in the judgment of the committee, warranted the college in continuing with it for another year. Upon evidence of signed contracts that the repairs proposed would be undertaken, the matter of a heating plant for the college was temporarily abandoned. It is a matter of regret that thus far the promises of the Oberlin Gas & Electric Company have been only in a small degree fulfilled, and it seems to the committee exceedingly doubtful whether the service during the coming season will be more satisfactory than that of the past season.

On December 9th, a special committee, consisting of Messrs. Metcalf, Doolittle, and Severance, was appointed to act as Building Committee of the Men's Building. This committee was busy throughout the entire year and made frequent reports calling for action to the Prudential Committee. Among these may be mentioned recommendations calling for tile partitions in place of partitions of wood, for metal furring and lath in place of wooden construction, for changes in the arrangement of dormitory rooms on the third floor, providing forty-two chambers instead of twenty-nine, for equipment with gas-piping in the corridors in view of the possibility of a breakdown in the electric service, for terrazza floors in the toilet room and corridors of the basement and in the toilet rooms on the dormitory floor, for cement bases in the basement in place of wooden bases, for an extension of the electric wiring with provision for switches for central lights, and for additional wall fixtures in the society rooms.

The action of the Trustees at their November meeting in asking that the budget submitted at the June meeting be limited to the available income caused the committee to make a

very careful examination, extending over many meetings, as to possible economies in the current expenses. On the 20th of January the Budget Committee was asked to analyze the increase of expenses for the last five years and to prepare for the Prudential Committee at its next meeting a comparison of these expenses and their increase.

On February 3rd it was voted to recommend to the Trustees that all Oberlin properties be placed in charge of the Prudential Committee in place of the Investment Committee and that they be looked after in the following manner:

“The Prudential Committee shall appoint a sub-committee to have charge of all the Oberlin properties; before the first of each fiscal year this committee shall submit to the Prudential Committee a budget which shall show the rents, the taxes and other fixed charges, and the amount of ordinary repairs which the Superintendent of Buildings and Grounds may be authorized to allow; that no expenditures for repairs above the amount included in the budget shall be incurred without the approval of the Prudential Committee.”

On February 10th the Deans of Women were present by invitation and the committee considered the question of the halls of residence for women and the prices now being charged for board and room. This conference resulted in still more extensive investigations which were again considered on the 10th of March, and after conference with the faculty it was voted on April 28th to make increases ranging from twenty cents to fifty cents per week in the different halls. These increases were intended to meet all running expenses; to pay to the college for the University Budget \$650 yearly to make good the incidental expenses, such as bookkeeping in the Treasurer's office, time and expense of the Superintendent of Buildings and Grounds, etc., which appear in the University

Budget; to pay interest on all moneys advanced to the buildings; and, in the case of those buildings to which advances have been made, to repay from \$500 to \$1,000 yearly on the sums thus advanced.

On March 3rd the faculty were asked to join with the Prudential Committee in appointing a Joint Committee to have charge of details with reference to the Men's Building, including furnishings, changes to be made, method of assignment of dormitory rooms, and the general operation of the building. The committee already in charge of the construction of the building were appointed as the representatives of the Prudential Committee on this joint committee and the faculty selected Messrs. Miller, Martin, and Root as their members.

On April 28th, it was voted to recommend to the Trustees a modification of the by-laws, which should provide for the giving of a bond by the Assistant Treasurer and, at the discretion of the Prudential Committee, by clerks in the Treasurer's office, and omit the bond from the Secretary called for by the present by-laws.

On June 9th it was voted to approve the recommendation of the joint committee on the Men's Building that the management of the building be in the hands of a committee of five consisting as follows: one member to be appointed by the Prudential Committee; two members to be appointed by the faculty, and two members to be appointed by the Student Senate. President King was appointed as representative of the Prudential Committee.

These actions indicate, in a general way, how diligent the committee has been throughout the year. But a large part of the work of the Prudential Committee is necessarily of a character which cannot be summarized. The committee has had

a very hard and perplexing year. That it was able in view of the great pressure for increased expenses, to devise economies which reduced the probable deficit from the \$8,500 indicated in the preliminary budget to a trifle less than \$6,000 indicates how faithfully the work of the committee was carried on throughout the year.

II. DONORS

The New Half Million Fund was so fully explained in the last report that there is no necessity for repeating what was then said. The additional endowment for increase of salaries and enlargement of the work of instruction by the two new chairs which are contemplated, are needs more pressing today than a year ago. The Men's Building, made possible in advance of the completion of the fund through the generosity of the anonymous donor, is giving tangible evidence of its value and of the important contribution it is to make to the life of the college. The Administration Building is more urgently needed than a year ago, while the Botanical Building and the Art Building present a claim for immediate attention which is beyond the possibility of exaggeration.

The absence of the President and the present financial uncertainty have made the completion of the Half Million Fund less rapid than could be wished, but the Assistant to the President, in his report, shows that there remains only about \$120,000 to be raised. It is greatly to be hoped that the friends of the college will respond generously to the effort to be made during the coming season to obtain the remainder of this greatly needed fund.

From other donors there is encouraging evidence of the interest of friends of education in our work. The Assistant to the President justly emphasizes the important testimonial to the college implied in the gift of \$50,000 by Mr. John Stewart

Kennedy. Oberlin, as Mr. Williams points out, was one of a very small number of institutions to which Mr. Kennedy gave money with which he never had the close relationship of officer or trustee.

In addition to this magnificent bequest, the bequest of \$5,000 by Mr. William M. Ampt, of the class of 1863, and of \$3,000 from Miss Caroline Martin, of Dover, New Hampshire, have been referred to by Mr. Williams. None of these bequests have as yet been paid to the treasurer.

The very timely gift by Professor L. C. Wattles of \$5,000 to the Conservatory, at present available for scholarship aid, but eventually to be a part of the endowment of the Conservatory, deserves special recognition at this point.

Gifts Reported by the Treasurer

All gifts received during the year in the form of money are reported by the Treasurer. These gifts are classified in his report under two heads, gifts for current use and gifts to capital, to form new funds or to increase old funds. Under both heads, the gifts are somewhat larger than usual, in spite of the continued financial depression during the year.

Among *gifts for current uses* the one of most value is that of the Carnegie Foundation for the Advancement of Teaching, which paid to the college for retiring allowances during the year past \$4,620.67.

For the Employment Fund for Seminary Students, there was received from a large number of donors, the sum of \$1,431. This fund, which provides work for theological students in the cities and towns near Oberlin, has much to commend it over the former method of direct beneficiary aid. It preserves the student's self-respect, it gives him valuable practice work in preparation for his profession, and fosters the rela-

tionship between the Seminary and the region round about Oberlin. The steady growth of the Seminary under this present plan would seem to indicate that self-respecting young men prefer this method of obtaining financial relief to outright benevolence. But this very growth in attendance increases the demand upon the fund and makes it desirable to provide as speedily as possible an endowment to take the place of the present constant solicitation. The Acting Dean of the Theological Seminary rightfully emphasizes this need in his report.

Other *gifts for current expenses* for which the gratitude of the college should be expressed are the gifts from anonymous donors of \$672.95 for additional equipment for the Zoological Laboratory; the gift from Mr. and Mrs. William A. Bowen and W. Spencer Bowen of \$400 for the Y. M. C. A. Building Fund, the second gift of these donors for this purpose; the gift of Mr. James B. Dill of \$100 for improvements at the Dill Athletic Field; the gift, aggregating \$700 from our trustees, Messrs. L. H. Severance, J. G. W. Cowles, W. N. Gates, C. F. Cox and the late James O. Troup, for improvements in the Women's Gymnasium; the gift of Mr. N. C. Kingsbury of \$50 to cover the expenses of translating and publishing the addresses of President King in the Japanese language, a unique and interesting contribution to the extension of the influence of Oberlin; the gift of Mr. E. A. West of \$200 for the library; the gift of Mr. Charles M. Hall and Mr. A. M. Johnson of \$100 each to enable the college to subscribe for the contemplated edition of Euler's works; the gift from the department of Zoology of \$142.78 for zoological books for the library and from Mr. William C. Cochran of \$102.42 for current expenses in the library; the gift of Professor Karl F. Geiser of \$100 for

scholarship aid, and the gift of Mrs. F. E. Case of \$50 for the construction account of Rice Memorial Hall.

Here may also be mentioned the very generous offer of our Trustee, Mr. Charles M. Hall, to contribute \$6,000 toward the expenses of the year 1910-11, a gift without which it would have been impossible, except at great disaster to the work, for the council to submit a budget which would not show a considerable deficit.

Payments on gifts made in earlier years which should be noted are the payments from our anonymous friend of \$93,880.94 toward the construction of the Men's Building; from Mr. Andrew Carnegie of \$25,642.75 toward the construction account of the Carnegie Library and \$322.80 from the class of 1902, a part of their gift for the expense of recasting the chapel bell.

Among the *gifts for the formation of new funds* may be enumerated the gift from the estate of Mrs. Correlia L. Reamer, valued at \$5,000, for the benefit of self-supporting young women, and the gift from Mrs. Amanda A. Ransom of \$5,000, at present carried as an annuity, but ultimately to found the Charles A. Ransom Scholarships.

These gifts, with \$3,050 received on the account of the New Half Million Endowment Fund and \$6,700 for additional endowment of the library and other lesser gifts, make a total of gifts to capital of \$22,760.91.

Mention may here be made of the *Decennial Gift of the Class of 1900* to take the form of a scholarship fund to be augmented from year to year. There has been received by the treasurer the sum of \$365 as an initial payment toward this fund.

Gifts Reported by the Librarian

As in previous years, the report of the librarian indi-

cates how greatly the college is indebted to its friends for gifts to this part of the college work. The valuable collection from the library of the late President Barrows, the receipt of the Edmund K. Alden library, and the bequest of Mrs. J. H. Ross were all exceptionally large accessions to our collection, and the many lesser gifts indicated by the librarian, each in its own way making the usefulness of that department greater, are here gratefully acknowledged.

Gifts for Various Collections

Mention should be made here of the strengthening of our equipment through the gifts of friends. I have already referred to the gift of more than \$600 to the department of Zoology for this purpose, and there should be noted here the very valuable additions to the equipment of the Conservatory reported by the Director of the Conservatory, namely: the gift of a concert grand piano, from the late president of the A. B. Chase Company; the gift of a fine parlor grand piano from the Starr Piano Company of Richmond, Indiana; the loan of a concert grand piano from the same company; as well as the very generous terms granted by those companies and by Charles M. Stieff, Ivers & Pond, Krakauer, and Knabe & Sons, which have enabled the Conservatory to equip its new practice rooms at a minimum of expense.

Living Endowment Union

The Treasurer's report also shows that from the gifts of members of the Living Endowment Union, \$3,316.92 was received during the past year. About \$800 of this was required to cover the subscriptions of members to the Alumni Magazine or was credited to specific purposes. From the remainder, \$100 was expended for additional equipment of the sum-

mer field course of the department of Geology; \$300 was appropriated for the purpose of much needed microscopes for the department of Botany, and \$240.80 was expended for trees and shrubs upon the campus and adjoining grounds. The balance, \$1,873.52 was needed for current expenses. It is a matter of gratification that under the operation of the new policy inaugurated two years since, it is now possible to provide for some of the most pressing needs of the departments, in the way of equipment from this fund. As, for the next four years, there will be available each year \$500 more than in the previous year, it will soon be possible to meet wants which have for a long time existed, but which, under the necessity for extreme economy which has prevailed for many years, could not be provided for. Many claimants are ready to present themselves for the benefits of this fund as soon as money from it is available.

Gift of the Graduating Class

The Class of 1910 followed the example of earlier classes in making a class gift, and presented to the college two beautiful show cases for the exhibition of the rare books, manuscripts, and autographs of the library. These cases, with another given by our ever-ready friend, Dr. Lucien C. Warner, of the class of 1865, were made at the Rohrheimer-Brooks Studio in Cleveland, and are now located in the large and open space at the head of the main staircase. These gifts give an opportunity which the library has long desired to make the manuscripts, autographs, and rare books owned by the library of more educational value.

III. ADMINISTRATIVE OFFICERS

The administrative officers remained in all respects as during the previous year. The absence of the president was,

of course, universally felt, and it is a fine tribute to the loyalty and the friendly fellowship of the faculty that the work of the year was carried on in the President's absence without the slightest friction and with a minimum of loss in efficiency.

Report of the Treasurer

The report of the Treasurer is encouraging in that it shows that the deficit for the past year is somewhat less than had been anticipated. The deficit estimated in the original budget as approved by the trustees was \$2,856. To this was added, by reason of new appointments made necessary by the large increase in the freshman class, an amount aggregating \$6,724.95, while the expenditures authorized by the Council and Prudential Committee for unexpected repairs and for items for which the budget was inadequate, amounted to \$3,572, making a total of \$13,552.95 of deficit which was duly authorized. These authorizations, however, were made in prospect of increases in tuitions estimated at \$7,714 so that the net deficit anticipated was \$5,838.95. As a matter of fact, the report of the Treasurer shows an actual deficit of \$4,689.19. We are, therefore, better off by \$1,149.76 than we expected.

The total accumulation of deficit, however, on the 31st of August, 1910, amounted to \$31,266.16. If this sum must be slowly repaid from the small surpluses of future years, it will be a long time before any considerable enlargement of our work can be attempted save as the same is made possible by gifts of new capital. Now that the trustees have determined upon the policy of incurring no future deficits, it is greatly to be desired that our friends will assist us in removing this past accumulation of debt in order that the income of the college may be available for its steadily growing work.

This was the first year of operation of the new plan by which each officer having responsibility for expenditures is required to certify with each bill presented for payment that the budget appropriation allowed him had not been exceeded. Necessarily many requests for additional appropriations were presented, and these were carefully considered by the Council and by the Prudential Committee, about the middle of the year. Both the Council and the Prudential Committee were more free in granting such increases than is likely hereafter to be the case, feeling that the estimates heretofore submitted were more or less without experience as to the actual amounts expended. While during the first year the plan has not, for this reason, shown any great saving in expenditure, it has compelled each person having the expenditure of money to note, as he has never before been accustomed to note, exactly how much he has expended and for what. With a steady insistence, as is likely hereafter to be the case, that each officer keep within the amount appropriated for his department, the system is likely, in the long run, to cause our budget to represent pretty closely the actual expenditure of the year.

In view of the facts concerning the Academy brought out elsewhere in the report, it may be well to point out here that the greater part of the deficit of the year was due to the deficit in the Academy. Inasmuch as the report of the Assistant Principal points out that the Academy now largely serves a certain special class of students it may be wise, sooner or later, if no other way is provided for the removal of this academy deficit, to consider whether the tuition of the Academy ought not to be made the same as that of the college department. Were this done and a certain portion of the increase set aside to meet the needs of deserving students who

would be seriously crippled in their struggles for an education by this increase in tuition, the Academy deficit might perhaps be eliminated from our problem.

The steady growth of the college in all its departments is likely to prove an embarrassment rather than a blessing unless additional capital is secured for the needs of the institution, for it is probably true in nearly every department that each additional student increases the expense account of the institution more than he increases the income account.

One cannot pass from the Treasurer's report without expressing the greatest satisfaction at its clearness and fullness of detail. In its present form, every donor of a gift, whether for some specific purpose of current expense or for permanent endowment, may have the satisfaction of seeing that his gift was used exactly for the purpose for which it was given.

Report of the Secretary

The Secretary of the college occupies such an important place in the executive work of the institution that his report deserves careful attention. The correspondence of the year was heavier than usual by reason of the absence of the President, but was carried on with the customary efficiency. The office felt the relief due to the completion of the 75th Anniversary Catalogue of former students, and the force was considerably reduced in numbers because of the finishing of that valuable work.

The statistics of the year as shown in the Secretary's report indicates how exceptional was the growth of the year. The unusual numbers of the Freshmen class and the very large Senior class combined to give the largest number of students which the College of Arts and Sciences has ever had. The Theological Seminary shows a gratifying increase. In the

Conservatory, while the steady holding to a higher standard of admission prevents present rapid growth, there seems little doubt that when the Conservatory is once firmly upon a college requirement basis, its growth will be resumed. The Academy shows a slight gain which is due in part to the arrangement by which students in the Conservatory not meeting with the requirements for admission now prevailing are compelled to enter the Academy and bring up their requirements, being allowed, meanwhile, only one study in music.

Report of the Assistant to the President

On account of the absence of the President, the Assistant was called upon to do more work of a general administrative character than in other years, as is indicated by his report.

The absence of the President probably also interfered with the immediate results in gifts, since a large part of the work of the Assistant lies in preparing the way for personal solicitation by the President. The uncertainty of the financial outlook undoubtedly also played a part in the lesser returns of the year.

The aims and policies of the office have been given so fully in previous reports that they do not need to be restated here. Every year adds to the conviction of those having to do with the financial work of the college that these aims are based upon reasonable grounds, and, in the long run, are destined to bring lasting results.

A portion of the report of the Assistant to the President is submitted herewith.

First of all, appreciation should be expressed of the splendid bequest (\$50,000) of the late John Stewart Kennedy, of New York City. A notice of this testimonial of Mr. Kennedy's appreciation of Oberlin was

received too late to be given more than the slightest mention in last year's report. The instrument which conveyed this gift was undoubtedly one of the most carefully conceived documents of its kind ever made public in America. Oberlin may well feel proud that its worth was recognized in such a way and by such a man; for it was one of the few benevolences assisted by Mr. Kennedy with which he had never had the close relationship of officer or trustee. Oberlin College regretted that in token of its gratitude for the gift and in appreciation of Mr. Kennedy's life, it could not do more than to send a representative to the memorial service held in New York City.

By reason of the conditional clause in the General Education Board's offer of \$125,000, this gift of Mr. Kennedy's cannot be counted toward the New Half Million Fund. This fund stands at the present moment as follows:

Pledge of General Education Board..	\$125,000
Pledge of Anonymous donor (already being paid)	200,000
Pledge of Mr. C. A. Coffin	1,000
Pledge of Mr. D. O. Wickham.....	1,000
Pledge of Mrs. J. S. Newberry.....	1,000
Pledge of Mrs. A. H. Keep	1,000
Gift of a Friend	5,000
Gift of Miss Olivia E. P. Stokes.....	1,000
Gift of Mr. John Stewart Kennedy..	1,000
Gift of Mr. E. A. West.....	1,000
Gift of Mrs. John Hay.....	1,000
Gift of Mr. Victor Lawson.....	1,000
Other gifts	1,000
	340,000

In addition to these gifts or definite pledges, there are others planned, a total of about \$40,000, leaving to be secured from sources at present unknown, \$120,000. In view of the unquestioned urgency of all the advances to be gained by the completion of the fund, there

should be no possibility that the friends of the Oberlin kind of Christian education will fail to pledge the necessary sum before the expiration of the time limit, June 30, 1911. The total sum, when secured, is to be divided equally among buildings and endowments. The fulfilment of pledges may be extended, if desired, over the three years following July 1st, next.

During the year another bequest, for \$5,000, has been gratefully received from the estate of Mr. Wm. M. Ampt, of the class of '63. Mr. Ampt died at Cincinnati, O., at the age of 70, after an unusually useful life, as indicated in the Necrology.

News has just recently been received also of a bequest of \$3,000 made by the late Caroline Martin, of Dover, N. H. Miss Martin died the first of September, at the age of seventy-eight, the last of the notable family of ex-Governor Martin, of New Hampshire.

With these gifts the sum received from the beginning in the form of bequests totals over \$650,000, almost one-third of the total endowment of the institution. With the present large body of living graduates and former students, estimated by Secretary Jones at 3932 and in view of the increasing age and stability of the college as an instrument of thorough Christian education, the future may well be expected to show a constantly larger number of gifts of this kind.

The list of Oberlin associations was increased during the year by those of Spokane, Wash., of the State of Oregon, and of St. Louis. The Oberlin associations now number twenty-one, more, it is believed, than at any other time in the history of the college. In addition to this number, there are also two "Oberlin clubs," whose membership is limited to men. As a result of the completion of the geographical distribution of the General Catalogue, the associations have in larger number than ever before enrolled former students who did not graduate at Oberlin or elsewhere. It is in line with this effort to widen the range of membership that

most of the associations have now dropped the word "alumni" from their names.

New ways are constantly being found by these associations for making their fellowship count for the benefit of their members, of their localities, and of their Alma Mater.

In view of the unusually active condition of all these associations, consideration should perhaps be given to the advisability of organizing a national Union of Oberlin associations, to hold annual meetings for the discussion of problems of interest to the college. This is done by Harvard, Yale, and other institutions. It is a question, however, whether the alumni meeting held at commencement does not satisfactorily meet this need.

As the outcome of plans for the exchange of addresses between Oberlin and Japan, Baron Kikuchi, President of the Imperial University of Kyoto, lectured here March 21st, last, much to the pleasure and edification of the whole community, which filled the chapel to the doors. Baron Kikuchi returned to Japan in time to enjoy greatly President King's lecture in the Kyoto institution. Plans are now forming for entertaining here this fall another Japanese scholar from an institution at which Oberlin College was last spring represented by our President. It is hoped that the friendly relations begun with Japan may be continued indefinitely.

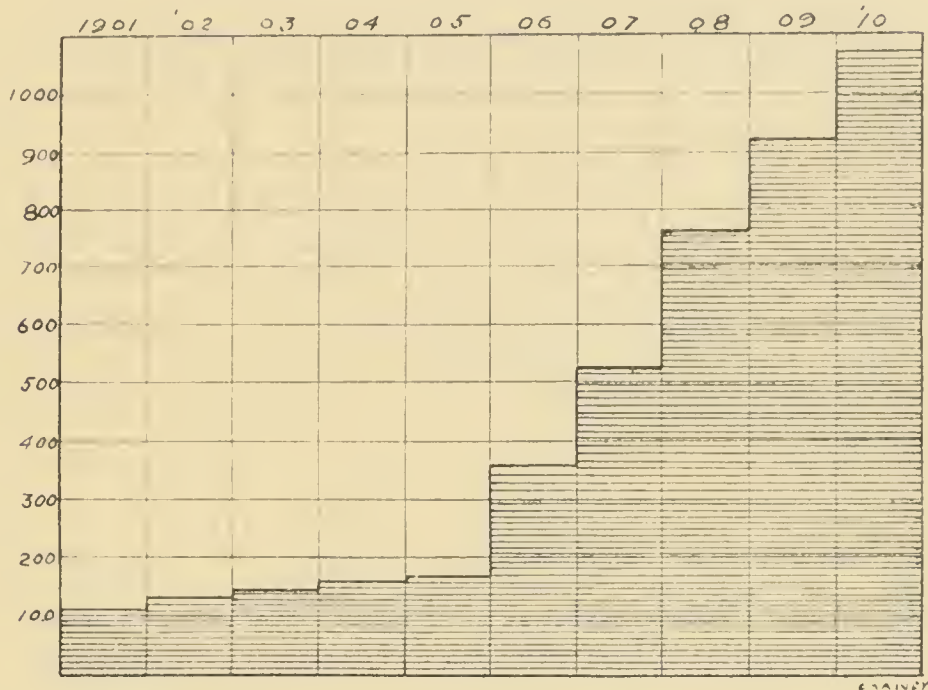
The Living Endowment Union reported this year its first decade, a decade of vigorous growth. The business statement as received from the efficient Assistant Secretary of the Union, Mr. L. D. Harkness, showing the present status (August 31, 1910) follows: "Paid into the College Treasurer during the fiscal year ending August 31, 1910, \$3,763.18.*

"August 31, 1910, there were outstanding 1,247 sub-

* This sum includes \$206.50 collected for the Class of '98 Fund, and \$239.75 received for the L. L. S. Fellowship.

scriptions, on which the payments due annually amount to \$4,601.30."

The growth in membership from 113 in 1901 to 1078 on March 1, 1910, is indicated graphically by the accompanying chart.



It will be seen how close we have come to a total payment of \$5,000, or the interest on an "imaginary principal," of \$100,000. This principal serves the college no less for being retained in the hands of the subscribers.

The Seminary Employment Fund afforded its benefits this year to sixteen young men doing religious work in this vicinity. Altogether 43 contributions were received to the value of \$1431.00. The present plans are for largely increasing the number of men to take advantage of the fund this year. The worth of the plan, however, has been so thoroughly demonstrated that it ought not to be difficult to enlist the necessary financial coöperation for making good the promised opportunity to earn \$100. The Seminary officers and the communities helped join their own satisfaction to the enthusiasm of the young men assisted.

Appreciation is to be expressed, also, for a number

of good gifts towards various forms of current expense as shown in the Report of the Treasurer.

I submit herewith the analysis of the expenditure during last year, as reported by the treasurer, for College, Academy, Theological Seminary, Library, and Gymnasia—all departments, that is, except the Conservatory and "Special accounts." The figures are shown with those given in last year's report for 1907-08 and 1897-98.

	1897-98 Per Cent.	1907-08 Per Cent.	1908-09 Per Cent.
I. <i>Canvass</i> (Securing of students, including advertising, correspondence, etc.)..	5.3	3.9	3.3
II. <i>Instruction.</i>			
a. Teachers' salaries.....	61.9	49.5	51.4
b. Accessories to teaching (Library, gymnasia, trustee scholarships, etc.)...	13.5	12.2	11.1
	—	—	—
	75.4	61.7	62.5
III. <i>Administration</i>	8.2	8.8	10.8
IV. <i>Maintenance.</i>			
a. Heat and Light	2.7	4.6	5.1
b. Buildings and Grounds, repairs, etc.	6.6	9.5	11.3
	—	—	—
	9.3	14.1	16.4
V. <i>Extension</i> (Anniversary, General Catalog, Alumni dinner, agency, etc.)	.5	8.6	2.5
VI. <i>Miscellaneous</i> (Annuities, "Sundry expenses," general scholarships, etc.)	1.3	2.9	4.5
	—	—	—
	100.0	100.0	100.0

Heads of Departments and Executive Officers

The College of Arts and Sciences

This department, as has elsewhere been stated, was under the general charge of Professor Charles B. Martin. The report for the year would naturally have been prepared by him, but since by reasons of health and because of heavy pressure of teaching he did not feel able to prepare it, it has been prepared by the chairman of the Executive Committee. This makes it less necessary that anything should be added here. I desire, however, to call attention to the urgent needs set forth in the conclusion of the report of the Faculty of Arts and Sciences.

Theological Seminary

The report of Professor G. Walter Fiske, Acting-Dean of the Theological Seminary, brings out the noticeable advance made during the year.

Especial attention should be given to the need emphasized in his report of a permanent fund to provide the income necessary for the carrying out of the educational work of the Seminary. That it is far better for Theological students to do actual practice work under the direction of the teachers of Homiletics and Practical Theology than to earn money by supplying inadequately the churches of the vicinity is, I am sure, the conviction of all interested in the future of the Seminary. That it is far better for such students by such practice work to secure the means necessary for the completion of their course than to receive this as an out and out gift will, I believe, also commend itself as a business proposition to friends of Theological education. There ought to be no difficulty in securing such a fund.

During the present year, however, I suppose that the completion of the Half Million Fund will occupy the entire time

of the President and of the Assistant to the President. I venture, therefore, to raise the question whether the Theological faculty might not wisely unite, working in harmony with the President and his Assistant, in the endeavor to secure the sum needed. The completion of such a fund would greatly relieve the Assistant to the President and would enable the flow of smaller gifts which he is now able to bring to that fund to be diverted to other equally pressing necessities of the institution.

The Conservatory of Music

The past year has seen an increase in the number of students of college rank even more noticeable than that of earlier years. When one compares the situation as it existed five years ago with the present situation indicated in the Director's report, in which it is shown that for the present year only seven students in the Conservatory are not of college rank, one is amazed that this very radical change has been effected with so little diminution in the attendance and with so little friction among the students.

The building of Rice Memorial Hall is justly given a large place in the report of the Director. This hall, the cost of which was about \$75,000, provides 112 practice rooms, 4 class rooms and a practice room for the orchestra. The building is an impressive memorial of many years of faithful service given to the Conservatory by Professor and Mrs. Rice, and it is an occasion of gratitude to all friends of the Conservatory that in this worthy way that service finds appropriate recognition.

The Academy

The discussion last year concerning the continuance of the Academy resulted in the decision that a special effort should be made on the part of the Academy during a three-

year period to so build up the attendance as to eliminate the yearly deficit. Associate Professor E. F. Adams, the assistant principal, was especially set apart for this work. Unfortunately during the summer vacation, Mr. Adams contracted typhoid fever and was unable to begin this work until the beginning of the winter term. It is interesting to note that as the result of his work during the two remaining terms, he is inclined to feel that the work will largely be that of correspondence with isolated individuals who for local reasons or because of delays in the completion of their secondary school course may find it desirable to enter the Academy. It seems to him increasingly clear that in Ohio the development of the high schools and the provision of state law which makes possible a free high school education to every child in the state has obviated the necessity for the Academy in so far as it is a direct competitor of the high school. This conclusion, which is essentially that reached by the committee of the general faculty last year, makes it evident that the Academy is now serving for the most part special individuals who by reason of personal circumstances have been unable to take their secondary work in the appropriate years. This is also borne out by the very high age average of the Academy, which, as reported last year, was for women 19.8 years and for men 20.3 years, this average age being but a trifle below that of the College of Arts and Sciences.

The situation is perhaps somewhat obscured by the new regulation whereby students not of college rank desiring to take any Conservatory work must register in the Academy, and also by the fact that free tuition for children of members of the various faculties brings a number of young people into the Academy who would, under other circumstances, pursue the course in the local high school. If these classes are elim-

inated, it seems altogether probable that there still remains a very legitimate field of service for the Academy, a field which seems fair to exist for many years, from which the Academy is likely to draw a considerable attendance. Whether such a constituency is large enough to make the Academy self-supporting is, of course, yet to be demonstrated, but there seems at least a fair possibility that this will prove to be the case.

The report of Professor Miller, Professor of Education in the College of Arts and Sciences, calls attention to recent legislation by the last General Assembly of the State of Ohio which has an important bearing on the question. This legislation provides that students of colleges which offer in addition to courses in educational theory and history, actual practice in teaching, can obtain without passing the customary examinations temporary school certificates which after three years of satisfactory teaching experience, may become life certificates. He strongly urges that the college should avail itself of the opportunity offered it by this legislation, and points out that 52 per cent. of last year's graduating class are now engaged in teaching. With two such important lines of service to be rendered by the Academy, it would seem that its continuance was highly desirable. While the officers of the Carnegie Foundation seem in their report, as quoted by Professor Miller, to take an antagonistic attitude toward the continuance of Academies in connection with colleges, this would seem, from a careful reading of their report, to be largely based:

1. On the feeling that the continuance of the Academy was diverting money which might better be spent in developing a College of Arts and Sciences, or
2. On the belief that the presence of immature students

upon the campus tended to diminish the advantages to be gained by other students from college life.

The first of these objections would seem largely to be obviated if the Academy could be brought to a self-supporting basis, and the second to be, in Oberlin at least, largely negatived by reason of the unusually high average age of the students in the Academy, since their average age is practically the same as that of college students. They may be considered to be, in a certain sense, special students in the college who by reason of adverse financial or other circumstances have been unable in earlier years to meet the full requirements for admission to the college and therefore are temporarily classed in the Academy. If it were possible to entirely remove the Academy from the campus, and if, as the result of the efforts put forth by Mr. Adams, it should be brought to a self-supporting basis, there ought to be no objection to its continuance and it would seem perfectly possible to work out in connection with it such opportunity for practice teaching by the members of our Senior class as might meet the requirements of the new legislation of the state, and at the same time make more simple the problem of the Academy deficit. The whole situation deserves further study and I would especially recommend to your attention the reports of Professors Peck and Adams and also the report of Professor Miller.

The Library

The Librarian's report brings out the fact that the growth of the past year exceeds that of any other year in the history of the library except the year 1907-08, in which the library of the Union Library Association was incorporated into the College Library.

The total number of the bound volumes now in the library

exceeds 112,000, besides more than 110,000 unbound volumes and pamphlets. The total number of items of various kinds in the library, not including the duplicates, is estimated at 230,403.

The book capacity of the present available book room in the building seems to have been practically reached. Were it not for the fact that the Olney Art Gallery occupies space which ultimately will accommodate between sixty and seventy thousand volumes, the new building would meet all demands made upon it for at least eight years longer. The presence of the Olney Art Gallery, however, raises a serious question as to the immediate future. The suggestion of the librarian is that one of the smaller rooms be temporarily equipped with stacks, and that the collection of United States documents be transferred to this newly made stack room. He estimates that with this change the present stack would meet the demands made upon it for the next year.

With this change, and with the removal of the lesser used sets to the seminar rooms as far as this can conveniently be done, the situation will not become acute for possibly two years. By this time the contemplated art building may become a reality.

The report also points out the fact that while the additions to the library grow larger each year, this is due more to the increasing number of gifts than to any increase in the number of purchases. In view of the fact that many of the departmental reports of the College of Arts and Sciences urge the importance of increased expenditure for books, the librarian renews his recommendation that efforts be made to increase the endowment fund of the library. It should be a matter of pride to the college that the library of the college is at present the largest university or college library in the state. This will

not long remain the case, however, as the library of the State University is growing at a far more rapid rate through provision made by the state whereby \$25,000 is available yearly for book purchases. Compared with this sum, the \$5,200 available for our library seems hopelessly inadequate and obviously should soon be augmented.

Other General Officers

The reports of the *Director of the Men's Gymnasium* and of the *Director of the Women's Gymnasium* show how thoroughly these are making their valuable contribution to the life of the college, and also what need there is of enlarging the facilities of these departments. It is to be hoped that the addition to the Men's Gymnasium can be speedily erected in order to relieve the very great pressure felt in that building.

The report of the *Director of Athletics* points out the very successful character of the year's work. It is interesting to note that in basket ball, base ball and track athletics, this success was obtained without professional coaching. The Director again sets forth the unsatisfactory development of athletics which must always go with the necessity of depending financially on gate receipts from intercollegiate contests for athletic support. The trustees are earnestly asked to consider whether some one of the plans suggested by him for the support of athletics may not be made possible.

The report of the *Superintendent of Buildings and Grounds* calls attention to the properties which have been acquired during the year in accordance with the wishes of the trustees. It is greatly to be regretted that such properties must be acquired by the use of endowment money as it is extremely difficult to make such investments pay an adequate return upon the principal invested. If some friend of the

college could be found who would give an hundred thousand dollars to be used in purchasing and caring for such properties until they are desired for college uses it would be a very great relief and would make possible a more economical use of these properties, since under the present arrangement improvements necessarily have to be made in order that an income may result, which improvements, sooner or later, are largely destroyed by the taking of the property for college uses.

It is a satisfaction to note that as the result of the continued efforts of the Superintendent of Buildings and Grounds, and of the Prudential Committee, the private houses boarding large numbers of students have been compelled by the state to provide suitable fire escapes. It is to be hoped that this may be followed by other improvements until in all respects the private houses accommodating our students are as sanitary and as safe as our public buildings.

IV. FACULTY

Various changes which have occurred in the faculty in the year covered by this report are here presented:

ENTERING OF WORK AFTER LEAVE OF ABSENCE

University

President Henry Churchill King, after a year's absence for study and travel in Asia.

College of Arts and Sciences

Simon Fraser MacLennan, Professor of Philosophy after a year's leave of absence for study in Europe and America.

Frederick Orville Grover, Professor of Botany, after a year's leave of absence for study and travel in Europe.

Russell Parsons Jameson, Instructor in French, after two years' study in Paris, to be Associate Professor of French.

Edward James Moore, Instructor in Mathematics and Assistant in Physics, after two years of study in the University of Chicago, to be Associate Professor of Physics.

Conservatory of Music

Arthur Edward Heacox, Professor of Harmony and Counterpoint, after a year's leave of absence for study in Paris.

Arthur Smith Kimball, Professor of Singing, after a year's leave of absence for study in Paris.

LEAVE OF ABSENCE

College of Arts and Sciences

Charles Henry Adams Wager, Professor of English, for one year, for travel and study in Europe.

Conservatory of Music

William Jasper Horner, Associate Professor of Singing, for one year, for further study in Europe.

University

Miss Helen Finney Cochran, Instructor in Physical Training, for one year, for further study.

RESIGNATIONS AND END OF TERM OF SERVICE

College of Arts and Sciences

Edwin Bayer Branson, Professor of Geology, after five years of service.

Milton Percival, Instructor in English, after three years of service.

Vernon Charles Harrington, Instructor in English after two and one half years of service.

William Charles Hilmer, Instructor in German, after two years of service.

Alexander Edwin Hamilton, Instructor in French, after two years of service.

REPORT OF THE PRESIDENT

Frederick Dietz Cockins, Instructor in Chemistry, after one year of service.

Miss Elizabeth May Adams, Instructor in German and French, after one year of service.

Miss Alice May Durand, Instructor in English, after one year of service.

Miss Ada Ruso, Assistant in the Botanical Laboratory, after one year of service.

Herrick East Wilson, Assistant in Geology, after one year of service.

Ralph Hill Chaney, Assistant in Physics, after one year of service.

Academy

Victor Cappel Doerschuk, Tutor in Mathematics, after one year of service.

University

Miss Antoinette Putnam Metcalf, Reference Librarian, after six years of service, to accept the position of Reference Librarian at Wellesley College.

PROMOTIONS

College of Arts and Sciences

Samuel Robinson Williams, Ph.D., to be Professor of Physics, permanent appointment, and change of title.

Karl Frederick Geiser, Ph.D., to be Professor of Political Science, permanent appointment.

Philip Darrell Sherman, A.M., to be Associate Professor of English, permanent appointment.

Russell Parsons Jameson, to be Associate Professor of the Romance Languages, appointment for two years, with a view to permanent appointment if satisfactory. change of title.

Robert Archibald Jelliffe, Associate Professor of English, appointment for two years, with a view to permanent appointment if satisfactory, change of title.

Edward James Moore, to be Associate Professor of Physics, appointment for two years, with a view to permanent appointment if satisfactory, change of title.

Conservatory of Music

Friedrich Johann Lehmann, to be Professor of Harmony and Counterpoint. Permanent appointment, change of title.

Walter Peck Stanley, to be Associate Professor of Pianoforte. Permanent appointment.

University

Mrs. Ellen Birdseye Hatch, to be Instructor in Physical Training, for one year. Change of title.

REAPPOINTMENTS

College of Arts and Sciences

Harley Leist Lutz, to be Associate Professor of Economics for one year with a view to permanent appointment if satisfactory.

Miss Mary Megie Belden, as Instructor in English, two years.

William Charles Hilmer, as Instructor in German for one year. (Resigned.)

Forrest Ray Baker, as Instructor in Mathematics, one year.

Francis Easton Carr, as Instructor in Mathematics, one year.

Miss Ethel May Kitch, as Instructor in Philosophy and Psychology, one year.

Conservatory of Music

Mrs. Florence Jenney Clancy, as Instructor in Singing, one year.

Bruce Headley Davis, as Associate Professor of Pianoforte, one year.

REPORT OF THE PRESIDENT

Miss Annie Prindle Kellogg, as Secretary (part work), one year.

Academy

Mrs. Alice Mead Swing, as Tutor in German (part work), one year.

Mrs. Mary Taylor Cowdery, as Tutor in French, for one year.

Carl B. Wilson, as Tutor in Botany and Zoology, for one year.

Mrs. Antoinette Beard Harroun, as Tutor in German, for one year.

Frank Sicha, as Tutor in English, for one year.

William Sheffield Ament, as Director of Academy Athletics, one year.

University

Mrs. Nettie Ritzenthaler Kellogg, Stenographer to the President, for one year

Miss Mary Zoe Matthews, Stenographer to the Treasurer, for one year.

William Wirt Foote, Assistant in the Library, for one year.

Miss Mary Jean Fraser, Assistant in Library, for one year.

Miss Hattie Maude Henderson, Assistant in the Library, for one year.

Miss Edith Melvina Thatcher, Assistant in the Library, for one year.

Miss Elizabeth Winnifred Marcy, Assistant in the Library, for one year.

Miss Narine Grace Barnum, Assistant in the Library, for one year.

Miss Mary Irene Dick, Teacher of Physical Training in the Women's Gymnasium, for one year (part work).

NEW APPOINTMENTS

College of Arts and Sciences

George David Hubbard, Ph.D., as Acting Professor of Geology for two years, with a view to permanent appointment if satisfactory.

William Henry Chapin, Ph.D., as Associate Professor of Chemistry, for two years, with a view to permanent appointment if satisfactory.

William James Hutchins, permanent appointment, to give instruction in Bible to the men of the Freshman Class.

Earl Augustus Aldrich, as Instructor in English, for one year.

Miss Esther Cochrane Ward, as Instructor in English, for two years.

William Sheffield Ament, as Instructor in English, for one year.

Miss Hermine Stueven, as Instructor in German, for two years.

George Pullen Jackson, Ph.D., as Instructor in German, for two years, with a view to permanent appointment if satisfactory.

Miss Ellen Guthrie, as Assistant in Drawing and Painting, for one year.

Otis Freeman Curtis, as Laboratory Assistant in Botany, for one year.

Conservatory of Music

John Doane, Jr., as Instructor in Organ, for one year (part work).

George Sherman Dickinson, as Instructor in Organ and Theory, for one year (part work).

Academy

Hubert Everett Husted, as Tutor in Mathematics and Physics, for one year.

University

Miss Mary Theodosia Currier, as Reference Librarian in the College Library, for two years.

Glen Carlton Gray, as Student Teacher in the Men's Gymnasium, for one year.

Arthur Franklin Baker, as Student Teacher in the Men's Gymnasium, for one year, re-appointment for two years expected.

Miss Faith Weld Tenney, Teacher of Physical Training in the Women's Gymnasium, for one year.

The college gives up with great regret Professor E. B. Branson who early in the summer accepted the appointment as professor of geology in the University of Missouri. Professor Branson had been with us for five years, and during that time had greatly built up the department of Geology. His teaching was most satisfactory and his help in the general work of the college of great value. It is a matter of regret that a man so thoroughly suited in spirit to our work could not be retained, but the inducements, financial and otherwise, offered by the University of Missouri were so much superior to anything that could be offered here, that it is not a matter of surprise to us that Professor Branson felt he must accept the opportunity offered him.

The new appointments for the most part are of those who have been on the teaching force or have been our own students and so are known by our alumni. It has therefore not seemed necessary to put on record the achievements, which, in the opinion of the faculty, justified such appointments.

Concerning those not of Oberlin training, the following facts may be of interest:

Mr. George David Hubbard, Acting Professor of Geology, graduated from the University of Illinois with the B.S. degree in 1896, and with the M.S. degree in 1898. His Master's De-

gree was taken at Harvard in 1901 and his Doctor's Degree at Cornell in 1905. He was assistant in Geology in the University of Illinois from 1897 to 1900; Teacher of Geography in the Eastern Illinois State Normal School from 1901 to 1903; Assistant in Physical Geography, Cornell University, from 1903 to 1904; Instructor in Physical Geography, Cornell, 1904 to 1905; Assistant Professor of Geology, Ohio State University 1905 to 1910. At Ohio State University Doctor Hubbard made a strong impression as a teacher, and acted as Secretary of the Faculty of Education and also as Secretary of the Summer School, in which executive work he was found especially efficient.

Miss Hermine Stueven, Instructor in German, is a native of Germany and in Germany pursued the prescribed course in training as preparation for teaching in a girls' school. She came to this country and taught in various private schools until about seven years ago when she was appointed Instructor in German in Wellesley College. She has taught there during the past six and a half years with marked success.

Mr. Earl A. Aldrich, Instructor in English, is a graduate of Harvard University in 1910, has had special preparation in Composition and Literature, and is recommended very warmly by his Harvard teachers.

Mr. George Pullen Jackson, Instructor in German, graduated from the University of Chicago in 1904, receiving the degree of Ph.B. He continued his study at the University of Chicago (1904-05 and 1908-10) and anticipates taking the examination for the doctorate in the summer of 1911. His thesis has already been accepted. In addition to the post-graduate study in this country, he has spent two years in Germany, having studied in Dresden, Munich, and Bonn (1896-97 in Dresden, 1907-08 in Munich and Bonn). Mr. Jackson

has had teaching experience in Kansas State Agricultural College (1905-06), Case School of Applied Science (1906-07), and also at the University of Chicago (two quarters). Mr. Jackson is highly recommended by his instructors at Chicago, as well as President Howe of Case School.

THE SERVICE OF MRS. A. A. F. JOHNSTON

On the 21st of July Mrs. Adelia Antoinette Field Johnston, Professor Emeritus, after an illness of several weeks, passed from earth.

Mrs. Johnston came to Oberlin as a student in 1851 and graduated from the literary course in 1856. After teaching she was married to Mr. James M. Johnston on the 17th of October, 1859. It was a happy marriage, terminated by Mr. Johnston's death on the 16th of January, 1862.

Mrs. Johnston taught for a number of years after Mr. Johnston's death, studied with Dr. Samuel H. Taylor, of Andover, and later in Berlin, and in 1870 was appointed Principal of the Women's Department, the title being changed in 1894 to Dean of the Women's Department. This position she held until 1900. Almost from the first she began to teach, and with such distinction as led to her appointment as Instructor in History in 1878, with promotion to the Professorship of Mediaeval History in 1890, a position which she held until her retirement under the rules of the Carnegie Foundation in 1907. In 1902 she was elected a member of the Prudential Committee, which position she held until her death, so that her service to the college extended over a period of forty years.

Mrs. Johnston's service to the college was unique. As a teacher, she had exceptional ability in awakening the en-

thusiasm of her pupils. At various times she was of great value in securing gifts of buildings, endowment and equipment to the institution. Her rare gift as a public speaker gave her wide reputation throughout the country and thus brought many friends to the college. Her knowledge of men and her practical sagacity made her of exceptional value as a member of the faculty and of the Prudential Committee. In all these varied ways she made a most important contribution to the institution, which will be long remembered.

Mrs. Johnston will be greatly missed not only in the conduct of the college and in the life of the community to which, particularly in her later years, she gave service of exceptional value, but also by our alumni among whom she was one of our most beloved instructors.

Mrs. Johnston, some years ago, especially requested that when the time of her death should come there should be no memorial service of any sort, and that at her funeral the exercises should be brief and largely musical in character. In respect to her wishes, no memorial service will be held, but in the Oberlin Alumni Monthly for October there have been published articles by Rev. Henry M. Tenney, D.D., by Professor A. S. Root, and by Dr. Lucien C. Warner of the Board of Trustees, presenting various aspects of Mrs. Johnston's services.

Important Official Actions of the General Faculty

On October 26th, and at several subsequent meetings, the honor system was considered. Inasmuch as this had been given general approval during the previous year, the task of coming to an agreement as to the details of the system fell within the current year. The chairman of the Executive Committee had a conference with the chairman of the Student

Senate and a statement was drawn up which was laid before the faculty and also before the Student Senate and was criticised by both bodies. After this criticism, conference was again had between the chairman of the Executive Committee and the chairman of the Student Senate, and the additional details suggested by the discussion in both bodies were incorporated in the statement. In this way a document has been prepared to which reference can be had for details of the plans.

On the 30th of November it was voted to appoint a committee to consider the need of faculty supervision and regulation of certain student organizations not now subject to faculty oversight.

On January 25th the Committee on Lectures and Entertainments, with Professor Peck added, was asked to consider and report upon the question of the feasibility of reserving Friday evenings for the choirs and not scheduling other events to interfere with choir rehearsals.

Voted, further, to ask the committee to take into consideration the whole question of the use of the other evenings of the week for lectures, entertainments and appointments.

On February 8th this committee reported a recommendation that an endeavor be made as far as possible to reserve Friday evenings for the uses of the choirs; any event for Friday evening to be presented to the faculty for approval; such events as are scheduled for Friday evenings to be arranged at eight o'clock as far as possible, and that no general reservation be attempted of the other evenings of the week for particular purposes.

On March 8th the committee appointed on December 14th on Musical Interests with reference to absence of the members of the Glee Club from recitations in connection with the holiday trip, reported recommending that no absences be

granted to Glee Club members at the beginning of the vacation, but that three of four days at the beginning of the winter term be allowed the Glee Club, it being understood that all the members should be back in Oberlin on the first Monday morning of the winter term to take up their regular work at that time.

On March 29th it was voted that the Chapter of Phi Beta Kappa be allowed to have a public address by some speaker invited by them during the last of May, and that this address take the place of the regular monthly lecture for that month.

On April 12th the committee to whom was referred the question of student finances reported that action looking toward supervision of student finances be deferred until the Men's Senate can have time to suggest some plan. It also recommended that a committee on Dramatic Performances be appointed.

Voted, further, to ask the committee to consider the whole question of the effect of intercollegiate athletics upon the other legitimate interests of the college, to report one year hence.

On May 31st, on recommendation of the Committee on the Men's Building, it was voted that the following recommendations be made to the Board of Trustees:

1. That a "Men's Building" fee of \$5 per year be collected from all men in all departments of the institution.

2. That the prices charged for rooms shall vary from \$1.50 to \$2.00 per week, according to location, size and the number in each room, the average being \$1.75 per week for each man.

3. That no attempt be made at least for the present, to operate a restaurant in connection with the building.

4. That a "custodian" be appointed, to have general executive charge of the building under the direction of the Committee on Men's Building.

5. That the control of the building shall be placed in the hands of a committee on which the faculty, Prudential Committee and students shall be represented.

On May 31st the Committee on Graduate Study and Degrees reported recommending:

1. That graduate students are to report to the deans for absence from class appointments in the same way as the absences of other students.

2. The graduate students shall be under the same regulations concerning fees for absences from tests and examinations as undergraduate students.

3 That all courses which are to be counted toward the Degree of Master of Arts must be approved by the Committee on Graduate Study and Degrees before the work is entered upon; that the committee will not ordinarily count any course towards the degree of Master of Arts which is taken before the candidate has earned three and one-half years' credit toward the degree of Bachelor of Arts.

Outside Work and Lectures

Professor Root delivered, during the year, forty-two addresses. The more important of these were: six lectures before the Western Reserve Library School of Cleveland, Ohio, on the history of printing; an address before the Indiana Library School, at Indianapolis, on College reference work; an address before the Library School of the University of Illinois, at Urbana, Illinois, on German Public Libraries; an address before the Summer Library School of the University

of Michigan on German Public Libraries; and an address before the Bibliographical Society of America on the present situation as to the origin of printing. During the year, Professor Root served on the committee of the American Library Association on Library Training and was appointed as its chairman; he was also appointed on a special committee on Coördination of college libraries, consisting of the librarians of Harvard, Yale, Cornell, Mt. Holyoke, Oberlin, Clark University, and the John Crerar Library; he also served during the year as president of the Bibliographical Society of America; he attended the semi-annual and annual meetings of the above society, the annual meeting of the American Library Association, the Tri-State Library meeting held at Louisville, Kentucky, the annual meeting of the Ohio Library Association, the Conference of college librarians held in Chicago, and the semi-annual and annual meetings of the American Library Institute.

Dean Bosworth delivered addresses as follows: Addresses before the Young Men's Christian Associations of Dayton, Ohio; Lima, Ohio; Mt. Vernon, Ohio; the Twenty-third Street Association, of New York City; and before the Western Section of Chinese students studying in the United States, Evanston, Illinois; three addresses before Illinois State Convention of the Y. M. C. A. at the University of Illinois; four addresses before the Massachusetts State Convention of the Y. M. C. A., Springfield, Mass., five addresses before the New York State Convention of the Y. M. C. A., Syracuse, N. Y.; addresses before the Ohio State Convention of the Y. W. C. A., Akron, Ohio; ten lectures before the National Training School of the Y. W. C. A., New York City; three addresses before the Rocky Mountain Student Conference at Cascade, Colo.; three addresses before the Lake Geneva Student Conference, Lake

Geneva, Wis.; address before the Quadrennial Convention of the Student Volunteers at Rochester, N. Y.; five addresses before the Baptist Assembly at Hiawatha Park, Mt. Vernon, O.; three addresses before the Ohio State Meeting of the Disciple Church, Toledo, Ohio; address before the New York City Sunday School Association; three weeks of teaching in the Summer School of Secretaries of the college Y. M. C. A. from the United States and Canada, Lake Forest, Ill.; Baccalaureate sermons in Oberlin College and Seminary, and other preaching opportunities.

Professor Frederick Anderegg presented a paper on "The Teaching of Geometry" at the Northeastern Ohio Circle of the Central Association of Teachers of Mathematics and Physics in April. *Dr. F. E. Leonard* read a paper on the life and work of Dudley A. Sargent before the Society of Directors of Physical Education in Colleges, at Columbia University, New York, in December; in July and August, taught two courses in the Harvard Summer School, and later in the summer attended the second meeting of the American Academy of Physical Education at Lake Sebago, Me., where he read a paper on "The Early History of the German-American Gymnastic Societies and the North American Turnerbund." In addition to these papers and addresses, talks were given during the year to Freshman men, to the track men, and to the Faculty Biology Club. *Dr. A. T. Swing* gave an address on "The Theological Situation in America." before the Cleveland Ministers Association, and an address before the Ministers Association of Oberlin. *Professor L. F. Miskovsky* delivered a number of sermons in English and Bohemian to various congregations in Cleveland and elsewhere, and an address on "John Huss" in Cleveland. *Professor Dickinson*, during the year, delivered a series of lectures before the Mu-

sical Art Society of Elyria. *Dr. S. F. MacLennan* gave two courses of lectures in the University of Chicago summer quarter, after his return from abroad.

Dean E. A. Miller gave an address on "Moral Conditions in Ohio Colleges," before the Ohio College Association. *Professor Charles N. Cole* gave two courses at the summer session of Ohio State University. *Dr. Florence M. Fitch* gave an address before the students at the Western College for Women, Oxford, Ohio, and also an address before the women of Oxford College. *Professor William James Hutchins* delivered a number of sermons during the year at Euclid Avenue Presbyterian Church and the Old Stone Presbyterian Church, and was stated supply at the East Cleveland Congregational Church from November, 1909, to March, 1910. In addition he delivered four addresses at Calvary Presbyterian Church, four addresses before the Endeavor Society of Pilgrim Church, two addresses before the Schaufler Training School, an address before the Y. W. C. A. Physical Directors of the Middle States, an address on Bible Study before the Wesleyan Y. M. C. A., address before the faculty of Iowa University, addresses in the Presbyterian and Congregational Churches, Lorain; address at the commissioning of Miss McConnaughey as Missionary to China, Benzonia, Mich.; at Frankfort Congregational Summer Assembly, ten lectures on Earlier Prophets and Sabbath Address; addresses before the Y. M. C. A. and a union meeting of the Presbyterian and Congregational Churches, Mt. Vernon; address before the Congregational Church, North Olmsted; two addresses before the students of the Y. M. C. A. Conference of the Middle Eastern States, Pocono Pines, Pa.; and address before the Faculty Sectional Conference, Rochester Convention; Baccalaureate Address and address before the University Y. M. and Y. W. C. A.'s, Uni-

versity of South Dakota; address before the Ohio Student Association Secretaries, Springfield, Ohio; Commencement address before the high school, Troy, Ohio, seven lectures on the Earlier Prophets, and three addresses, Breakers, Washington; ten lectures on Biblical Homiletics, and ten lectures on the Wisdom Literature, and two addresses at the Association Conference, Lake Geneva, Wis.

Professor G. W. Fiske gave one hundred and thirty-seven outside addresses and lectures, including preaching appointments in Cleveland, Toledo, Sandusky, Painesville, etc.; addresses before various church Men's Brotherhoods, Sunday School Conventions, Church Conferences; address at the Religious Educational Association convention at Nashville, Tenn., on "Student Co-operation in College Government;" two lectures at a Y. M. C. A. institute at Pittsburg, Pa.; gave fifty lectures for the Y. M. C. A. International Conference at the summer institutes at Silver Bay, Lake George, N. Y., including courses of lectures on "Jesus' Social Message for Our Day," "The Principles of Religious Education," "Some Fundamentals in Christian Sociology," and "The Principles of Leadership"; represented the Seminary faculty at Theological Seminary Conferences at Minneapolis, Minn., and Nashville, Tenn. *Dr. W. E. Mosher* read a paper on "Christian Ethical Tendencies in Recent Modern Literature" before the Modern Language Department of the Ohio College Association. *Dr. K. F. Geiser* acted during the year as a member of the executive committee of the North Central History and Civics Teachers' Association, and as a member of the bibliographical committee of the same association. During the year he attended the meeting of the National Political Science Association at New York, and the North Central History Teacher's Association at Chicago. During the summer he visited a number

of German cities investigating problems in municipal government. *Dr. E. B. Branson* gave two courses in the summer quarter at the University of Chicago. *Associate Professor Frances J. Hosford* read a paper before the Latin Club of Columbus, Ohio, on "Vergil, and the Transition from Ancient to Modern Literature," February 26. *Associate Professor Budington* read two papers before the Ohio Academy of Science at Delaware, Ohio, on "Organization of Protoplasm in Amoeba," and "Notes on a New Species of Gregarine;" a paper before the American Society of Zoologists at Boston on "Structure and Behavior of a New Species of Gregarine;" and at the Marine Biological Laboratory, Woods Hole, Mass., gave eight lectures on "The Embryology of the Arthropoda, Echinodermata, and Tunicata." *Associate Professor E. F. Adams* visited a number of high schools in Ohio and vicinity, delivering numerous addresses in connection with his work as special representative of the Academy. *Mr. W. F. Bohn* occupied a number of pulpits in Cleveland and vicinity, and acted as stated supply for several months at the Hough Avenue Congregational Church, Cleveland. *Dr. A. H. Lybyer* attended the meeting of the American Historical Association of New York, and in April read a paper before the North Central History Teachers Association in Cleveland. *Associate Professor H. L. Lutz* gave an address before the Cleveland Congregational Ministers' Association and a lecture before the Summer School.

Mention should be made here, also, of the important service rendered by the college through the members of the Conservatory Faculty, both at Oberlin and through the country at large. *Dr. George W. Andrews* gave an address on "The Music of the First Church" at the Seventy-fifth anniversary of the First Church, September 12, 1909. In addition he gave important recitals at Oberlin, October 11, 1909:

Geneva, Ohio, October 19, 1909; Northwestern University, Evanston, Ill., October 28, 1909; Grinnell College, Grinnell, Iowa, October 29, 1909; Cornell College, Mt. Vernon, Iowa, October 30, 1909; Terre Haute, Ind., December 4, 1909; Tallmadge, Ohio, December 8, 1909; Bellevue, Ohio, December 21, 1909; Fairfield, Iowa, December 28, 1909; Evanston, Ills., Music Teachers' National Association, December 29, 1909; Marion, Ind., January 26, 1910; Conservatory Orchestra Concert for Fortnightly Club, Cleveland, Ohio, February 1, 1910; Barnesville, Ohio, March 31, 1910; Ohio University, Athens, Ohio, April 1, 1910; Drew Theological Seminary, Madison, N. J., April 4, 1910; White Plains, N. Y., April 5, 1910; Vassar College, Poughkeepsie, N. Y., April 6, 1910; Lincoln, Neb., April 25, 1910. *Professor W. K. Breckenridge* was organist at the First Church, Oberlin, Ohio. *Professor William T. Upton* continued his work as organist and director of music at the Calvary Presbyterian Church, Cleveland. *Professor Herbert Harroun* continued his work as director of music and tenor soloist at the Second Presbyterian Church, Cleveland. *Professor C. H. Adams*, acted as director of music in the Second Congregational Church, Oberlin. *Associate Professor Lehmann* was director of music of the First Congregational Church, Oberlin. *Associate Professor Horner* continued his work as director of music at the Methodist Episcopal Church, Oberlin. *Associate Professor O. A. Lindquist* continued his work as organist at the Woodland Avenue Presbyterian Church, Cleveland. *Associate Professor W. P. Stanley* was organist and choir director at the Methodist Episcopal Church, Wellington, and during July served in the same capacity at the Calvary Baptist Church, New Haven, Conn. *Instructor Karl W. Gehrkins* was director of music at the First Baptist Church, Oberlin. In May, the Oberlin Musical Union presented Elgar's *Caractacus*.

Publications

The main publications for the year follow:

KING, PRESIDENT HENRY C.—*The Ethics of Jesus*. (The Macmillan Company, New York.)

BOSWORTH, DEAN EDWARD I.—*Christ in Every Day Life*. (Young Men's Christian Association Press, New York.)

ANDREWS, PROFESSOR GEORGE WHITEFIELD.—*Suite for Orchestra*. No. 1 in C major. Dedicated to Mr. Frederick Stock and played by the Theodore Thomas Orchestra at the May Festival, Oberlin, May 11, 1910.)

LEONARD, PROFESSOR FRED EUGENE.—*Pioneers of Modern Physical Training*. (Ten sketches printed from September to June in Physical Training.)

DICKINSON, PROFESSOR EDWARD.—*Chopin and His Works*. (Æolian Company, New York.)

COLE, PROFESSOR CHARLES NELSON.—*An Experiment in College Self-Examination*. (American College, April, 1910.)

———*Report on the making of the report on Tests of College Efficiency*. (Alumni Magazine, January, 1910.)

———*Required Studies in Harvard*. (Alumni Magazine, May, 1910.)

MILLER, PROFESSOR EDWARD A.—*Moral Conditions in Ohio Colleges*. (Educational Review, June, 1910.)

FULLERTON, PROFESSOR KEMPER.—Article on *The Psalter*. (Biblical World, September, 1909.)

METCALF, PROFESSOR MAYARD MAYO.—*Studies upon Amoeba*. (A part of a memorial volume to Professor W. K. Brooks. Now in press)

FISKE, PROFESSOR GEORGE WALTER.—*Boy Life and Self-Government*. (Young Men's Christian Association Press, 1910.)

———*The Senior Sunday School Quarterly and The Intermediate S. S. Quarterly* for April to December, 1910. (The Pilgrim Press.)

———*Applied Ideals in Work with Boys*. Chapters on The Natural Religion of Boyhood and Youth and Graded Self-Government among Boys. (Young Men's Christian Association Press, 1910.)

———Various articles in the *Congregationalist*. (1909-10.)

———Article in *Rural Manhood: Ideals for the Country Minister*. (Young Men's Christian Association Press, 1910.)

———The Lesson in Brief and other features in *The Pilgrim Teacher*, April to December, 1910. (The Pilgrim Press.)

HOSFORD, ASSOCIATE PROFESSOR FRANCES J.—*Vergil, and the Transition from Ancient to Modern Literature*. (Classical Journal, October, 1910.)

GEISER, PROFESSOR KARL FREDERICK.—Book Reviews, and Bibliography of the North Central History Teachers' Association for 1909-1910.

BRANSON, PROFESSOR EDWIN BAYER.—*Amphibian Footprints from the Mississippian of Virginia*.

V. ALUMNI

The interest of the alumni in the college is well brought out in the section of the Secretary's report concerning voting for alumni trustee. That even in an election in which the ability and standing of the retiring trustee are so great as to practically ensure his re-election, so large a vote should be secured, indicates the interest which the alumni take in the development and policies of the college.

This has also been reflected by the increasing interest in the alumni day of the Commencement week. The substitution, in place of the former alumni address and the speeches of representatives from the decade classes, of a discussion by several speakers of a live college question has greatly increased the interest in and the attendance at the meeting, and it is now one of the most thoroughly profitable and enjoyable exercises of Commencement week.

Mention may also be made of the increasing return of alumni for Commencement, especially noticeable among the later classes. If one may judge from such instances as these just cited, the interest of our alumni in the college was never greater than it is to-day.

Necrology

In accordance with the vote of the trustees, the *Necrology* is published as a part of the annual report, and appears as an appendix. As in previous years, it has been carefully compiled by Mr. Luther D. Harkness. The number of deaths reported is 41, one more than in the preceding report. The classes represented in the list range from 1843 to 1907, and the ages from 26 to 89. Sixteen of those who died are here recorded as reaching the age of 70 or over, and six the age of 80 or over. Eight of the number were under the age of 40 years.

As last year, the oldest alumnus now living is Rev. Samuel Fuller Porter, of Oberlin, who graduated from the Theological Seminary in the class of 1836 and is its only surviving member. He was 97 years of age September 17th, 1910.

The list records many names of note, among whom may be mentioned William Martin Ampt, of Cincinnati, of the class of 1863, and Doctor Dwight R. Burrell, of Canandaigua, New York, of the class of 1866, both men of note in their professions and of genuine public spirit.

Among the clergy may be mentioned Charles C. Starbuck, of Andover, Massachusetts, of the class of 1849, widely known for his literary work; Herman A. French, of the class of 1868, Seminary 1871, a strong force in Nebraska Congregationalism; Arthur Tappan Reed, of the class of 1870, Seminary 1874, an evangelist of unusual success and a clergyman greatly beloved in every parish to which he ministered, and Albert E. Colton, of the class of 1881, Seminary 1884, who as field agent for the American Bible Society of Boston had rendered conspicuous service to the cause of Christ.

Among educators may be mentioned Edward Huntington Merrell, of the class of 1859, for many years president of Ripon College, a man of wide influence in the state of Wisconsin.

sin and in the Congregational denomination throughout the country.

Among women graduates who have passed away, one especially notes Mrs. Adelia Antoinette Field Johnston, concerning whom mention is made elsewhere in this report, and Miss Anna Eugenia Felicia Morgan, of the class of 1866, for many years professor of Philosophy in Wellesley College.

VI. STUDENTS

The year was one of unusual cordiality and harmony among the students. The discipline of the year was very unimportant and confined to an extremely limited number of students.

The health of the year was exceptional, though the college still had occasion, in a number of cases of severe illness, to make use of the hospital maintained by the Oberlin Hospital Association, and there is incorporated here the brief report of Professor F. E. Leonard, President of that association.

As president of the Oberlin Hospital Association and chairman of its Board of Managers, I have to report that of the 106 patients treated in the Hospital from October 1, 1909, to September 30, 1910, twenty-seven were students in Oberlin College, and that these students received altogether 461 days of treatment, or over 31 per cent. of the entire amount of hospital service rendered during the year.

Last June a committee consisting of the writer, Dr. Hanna, and Professor Cole, representing both the Faculty and the Hospital Association, recommended to the Prudential Committee, in accordance with information received from the proper college officer in each case, that the bills of six students, who had received 211 days of treatment in the Oberlin Hospital during the last College year, be remitted under the terms of

the Trustee gift of \$750 to the Oberlin Hospital Association. The regular charge in these cases would have been \$368.42.

I am sure that if the Trustees were acquainted with the individual features of each of these cases they would appreciate more than ever the value of the Hospital to the College, and the wisdom of their grant which opens its doors to students sorely in need of its services, but unable otherwise to obtain them.

Adviser of Foreign Students

The increasing number of students from foreign countries who come here, possessing little familiarity with American methods and customs, and with a very imperfect command of the English language, seemed to make it desirable that some official of the college should be charged with the responsibility of being adviser to such students. Accordingly in April the faculty elected Professor A. H. Lybyer to this position. Professor Lybyer's years of service in Robert College, Constantinople, seemed particularly to qualify him to be of service to students of foreign birth. His work during the year has been very satisfactory, and has shown that there is a real field for such service as he is undertaking to render. Of this work he makes the following brief report:

In April the new office of Adviser of Foreign Students was created, and I was elected to the place. No definition of duties was laid down. I notified all students from foreign lands of my appointment in a letter, a copy of which is appended, and I have already been of service to several of the foreign students. The work is very interesting and enjoyable, not least because of the warm gratitude of those who find a helper in a strange land. Our foreign students are nearly all men and women of earnest purpose, ability

beyond the average, maturity of mind, keenness of observation, high moral character, and strong Christian faith.

I hope it may be possible to assign a room for the foreign students where they can have a common meeting-place, and where I can keep consultation hours for them. It is very desirable that more members of the faculty take a personal interest in the foreigners on account of Oberlin's world-wide connections. The International Club has been an agency of great good to them. It is a hard thing to keep alive, however, because many of the foreigners have little time for it. The majority must give a part of their time to self-support, and all must study hard to keep pace with those whose native tongue is English.

The Race Question

On the 20th of April there was published in one of the Cleveland dailies an article two columns in length under the sensational headline: "*Oberlin College Turns on the Negro.*" This was followed in the next day or two by other articles of a similar character. The articles drew a sharp distinction between the attitude of the college and the attitude of the undergraduate students. There was no criticism of any sort of the college in its relations to the colored man, but simply statements, considerably exaggerated, as to the attitude of the undergraduate white students toward the colored students. In general the article charged that discrimination was exercised against the colored students in literary societies, in boarding houses, in choirs, in athletics and in Bible classes. As to choirs, athletics and Bible classes, there was absolutely no foundation whatever for the charge, although it is true that in athletics our teams have had difficulty, when they go outside of Oberlin, in securing for the colored students

accommodations equal to those which can be had for white students on the team. This is, however, no fault of Oberlin but a difficulty in the attitude of the North generally toward the colored man.

As to boarding houses, there has been no attempt for a good many years in Oberlin to provide boarding houses in which both white and colored students boarded. Colored students have been received at the college halls but in private families for a good many years this separation has existed.

As to literary societies, it is true that during the year in one literary society a colored man was rejected on account of his color. This, however, was afterwards reconsidered and the young man was admitted as a member of the society.

It will be seen, therefore, that in their details these statements of the daily press were exaggerations, or, more truthfully, misrepresentations, having as their foundation, however, this, namely, that there is manifestly among our students, as throughout the North generally, a greater degree of color prejudice than formerly existed. That this lays upon the faculty a greater necessity for emphasis of the principles of brotherhood for which Oberlin has always stood, is generally recognized by us and an attempt has been made, and is constantly being made, to do this. There has been no indication of any difference of opinion on the part of the faculty in this matter nor any disposition to yield. It must be remembered, however, that we cannot compel the undergraduate sentiment in the matter. We can only hope to convince and convert it. The increasing tendency to be unfriendly to the negro throughout the North will probably be reflected in increasing difficulties here. The college has recognized that color prejudice is a fact to be handled carefully, and that it is far better to secure conviction by moral means rather than compel it by legislation

and that only the social equality obtained as a result of conviction will ever have any real value as a solution of the race problem. We have insisted that in all college classes absolute equality of privileges should be recognized and maintained and we have tried to preserve the foundation principles of brotherhood which seemed to us to be involved in the matter. That we have met with success, at least with a great majority of our students, I think there can be no question. That there has always been a small minority, who by reason of early training, of previous condition of servitude to color prejudice, have not been convinced, and could not be convinced, is probably equally to be recognized.

During all this discussion in the papers, there was perfect pleasantness in Oberlin, and to most of our students and faculty the reading of these statements in the newspapers was the first intimation they had received that there was any trouble here. It seemed, therefore, to the faculty, unwise to attempt any correction of the exaggerated reports as to undergraduate sentiment which had appeared in the newspapers. The attitude of the college itself was nowhere called in question. For correction of misrepresentation as to undergraduate sentiment within our own constituents, we depended upon the *Alumni Magazine* and upon the frequent meetings of our Alumni associations. The outside public which catches its impressions from headlines, is not likely to notice any correction or to be greatly effected by any such corrections. For all these reasons, it seemed to the faculty inexpedient to make any effort to correct these misrepresentations which were spread abroad through the newspapers.

Beneficiary Aid

Associate Professor Frances E. Hosford, chairman of the Committee on Beneficiary Aid for Women, has presented an

exceedingly full report in which she reviews the past history of the committee's activities, and calls attention to the very considerable percentage of our college young women who are dependent either entirely or in part upon self-support for their college education. The report is so important as bearing upon our present situation that I give large extracts from it.

During the past year, there have been signs of a growing impression that the self-supporting girl is of Oberlin's past, and has been replaced by a more wealthy and more frivolous type. Some of us have known, for a long series of years, the personnel of our self-supporting girls, and the part they have had in shaping the ideals of the college. We know that if this impression be true, it means disaster, and the situation should be faced to discover cause and remedy. But if it is not true, it is almost as important that the false notion be corrected. Accordingly, it has seemed wise to the Committee on Beneficiary Aid for Women to undertake a somewhat extensive investigation into the facts of self-help or self-support among the women of the present college generation. Before this special question presented itself, other circumstances had seemed to call for a review of our loan funds, so that the materials are at hand for a somewhat extended report of the college conditions as regards self-supporting women.

I. SELF-SUPPORTING WOMEN

The Present Number of Women Wholly or Partially Self-Supporting. To determine this, the following blank was prepared, and distributed among all the women of the college and the academy.

Name
Classification
Oberlin Address
Condition as to self-support.
 (a) *Wholly self-supporting*
 (b) *Partly self-supporting*

REPORT OF THE PRESIDENT

(c) Not self-supporting

If wholly or partly self-supporting, please answer the following questions:

(a) Are you boarding yourself?

(b) Are you working for board?.....All or part?

(c) Are you earning money while studying?.....
How?.....

(d) Are you using, or have you used, money for
your education which you earned yourself?
..... How earned?.....

(e) Have you borrowed money for your education?
.....

(f) What has been the weekly cost of your board
and room this year, including fuel and lights?
.....

(If working for board, state this instead of giving cost. If working for part of board, give balance paid in cash. If living at home and not paying board, state this, and how many hours of housework, or other work for the family, you furnish each week.)

If not self-supporting, please answer the following questions:

(a) Have you ever earned any money which has
been used in your education?.....

(b) If living at home, do you help with the house-
work?..... (State the number of
hours a week.)

Answers were received from 325 out of 560 registered undergraduate women in the college. 26 women are reported as wholly, and 54 as partly, self-supporting. Of those not so classed, 35 have earned money which has been used, more or less directly, in their education, and others have borrowed money. Most of those who live at home help with the housework, in

several cases to an extent which ought to class them with the self-helping.

Of the 80 women classed as wholly or partly self-supporting, 7 are working for all of their room and board, 14 for part. The price for room, board, heat, and light paid by those who are working for part, averages \$1.86. The cost to those who pay all in money averages \$4.11. It is significant that only one woman reports that she is boarding herself, entirely, and one that she is preparing the lighter meals for herself. 37 of the 80 have borrowed money, 36 are earning money while studying, 67 are using, or have used, money earned and saved. The industries reported are school-teaching (40), housework (18), office work (11), canvassing (10), tutoring and reading papers for professors (8), nursemaid's work (7); also work as companion, music teacher, artist, clerk, rug-weaver, market gardener, library assistant, post-office assistant, playground assistant, nurse, chaplain, seamstress, and curio sales-woman.

Answers were received from 94 out of 169 women registered in the academy. Nine are wholly, and 17 are partly, self-supporting. Of the remaining 68, only four report any money earned by themselves for their education. This is interesting, compared with the college report, as showing the sharper distinction, in the secondary school, between the girls who are planned for and those who make their own plans.

Of the 26 classed as wholly or partly self-supporting, two are working for all of room and board, five for part. The price of living for these averages \$2.80. The cost to those who pay all in money averages \$4.12.

One boards herself. Nine have borrowed money, 13 are earning money while studying, 18 have used money earned and saved. The industries are school-teaching (6), music-teaching (3), housework (13).

REPORT OF THE PRESIDENT

office work (4), and work as seamstress, nursemaid, saleswoman, post-office assistant, and church organist.

A tabulation by percentages of the more important facts is below:

College	
	Per cent. of Number Reporting
Wholly self-supporting	8
Partially self-supporting	16.6
Total of self-supporting women.....	24.6
Not self-supporting, but reporting money earned towards education	10.7
Total of self-supporting women.....	35.3

Academy	
Wholly self-supporting	9.6
Partially self-supporting	18.
Total of self-supporting women.....	27.6
Not self-supporting, but reporting money earned towards education	4.2
Total of self-supporting women.....	31.8

This investigation throws no direct light upon the question of the number of self-supporting women compared with those in Oberlin ten or twenty years ago, because we have no similar statistics with which to compare them. But something may justly be inferred from the lists of students receiving beneficiary aid. This list has never exactly coincided with the list of self-supporting women, but is so intimately connected with it that one is a natural indication of the other. I give some figures, tabulated for comparison, from the school years 1890-1891, 1900-1901, and 1909-1910. They do not

include the Bartlett or other scholarships not in charge of the committee:

	1890-91	1900-01	1909-10
		College	With Gym. fee
Tuition	\$40	\$75	\$77
		Acad	With Gym. fee
		50	52
Number aided by gift funds	62	58	89
Number aided by loan funds	7	17	29
Whole number aided (repeated names deducted)	63	63	102
Per cent of women enrolled aided either by loans or gifts.....	9.7	16.8	13.9

The base of the first percentage—the enrolment of women for college and academy—is too large, because at that time attendance was reckoned for the calendar year, and names enrolled in more than one department were deducted only from the final total. That of the second is less than usual, since it came in the years of depression. Probably our per cent for the current year, about the average of the other two, represents a fairly constant proportion of aided students. But our gift funds do not now assist *individuals* to anything like the same extent as formerly. In '90-'91 the interest upon a thousand-dollar scholarship was \$70, and five women received full scholarships, yielding them \$30 besides tuition. Fifteen received full tuition, and several others enough to make their payments less than ten dollars. In 1909-'10 twelve "full scholarships" were assigned, but these are now worth only \$50, and of the present tuition they must still pay \$27. To most, we can give only \$20 to academy girls, \$24 to college women in their first year, and \$32 to others, that is, between one-third and one-half of the tuition. Even this we do not expect senior women to take as a gift, but as a loan. This year, for the first time, we have had the use of the Addie Finch Geiser scholarship,

which yields \$100, and happily makes it possible to give exceptional aid to at least one especially deserving woman. Until this scholarship was given, this committee has been able to grant full tuition to no one, since the time of the raising of the tuition to \$75. But the large development of our loan-fund system has greatly aided our self-supporting women. It is not only that, as the figures show, more borrow from them, but much more is loaned to the individual. In 1890, we had only the Jones loan fund, and the maximum loaned to a student was \$75 a year, and \$150 in all. Now, we have the May Moulton and the Gilchrist-Banking funds besides, and several have been allowed to borrow \$200 or \$300, while, in a few cases where a larger debt seemed safe for the fund and advisable for the student, larger sums have been loaned, up to \$615 in one case. It should be added, perhaps, that of this largest loan, more than half has already been returned, most of it before it became due.

II. THE LOAN FUNDS

The conditions above indicated are placing a new emphasis and responsibility upon the management of the loan funds. They are now indispensable, if we are to have self-supporting women in Oberlin. Of course the larger loans make the risk of non-payment more serious. Our loan funds, though greatly increased, are still small for the burden they have to carry, and should we be forced to confess that they have disappeared through lack either of ability or desire on the part of borrowers to pay their debts, we could not ask the benevolent for more, nor could we countenance a system for the education of poor girls which ignored common honesty in business obligations. Accordingly, the history of our loan funds, the amount of loss, the likelihood of their being self-perpetuating and even self-increasing, is of great importance in shaping our policy for the future.

The Jones Loan Fund. This, by far the oldest of our loan funds, completed its fiftieth year March 21, 1909. The close of that year, accordingly, was a suitable time to review its history, and this was also needful because the question of an income for it had to be faced. It charges no interest to students, but has for a large part of its career been safeguarded by keeping a sum on investment with the college funds, and loaning only the surplus. The original bequest was \$529.47. There have been small gifts in addition from time to time, and voluntary payments of interest by borrowers, but the main source of increase has been the accrued interest. The subjoined statement is the record from June 2, 1859, when the first loan was made, through December 30, 1909.

Loaned, June 2, 1859, to December 30, 1909

	\$13,233.50
Number of loans	521
Outstanding	3,312.70
Available	258.20

Face value of fund	\$ 3,570.90

Analysis of Outstanding Debts

A. "Good debts"

(a) Not due	\$730.00
(b) Extended by permission.....	675.50
(c) Payment in process at satisfactory intervals	227.50

	\$1633.00

B. "Doubtful debts"

(a) Payment promised at early and definite date	\$467.50
(b) Payment in process, but irregular	44.00

	\$ 511.50

C. "Bad debts"

(a) Indefinitely promised	\$135.00
(b) Letters unanswered	405.50
(c) Address lost	137.00
(d) Notes returned as a gift	96.70
(e) Debtor dead	394.00
	————— \$1168.20
	————— \$3312.70

Deducting \$1679.70, the sum of the "bad" and "doubtful" debts, from \$3570.90, the face of the fund, we have

Net value of fund \$1891.20
 And dividing \$1679.70 by 50.5, the years represented,
 Average yearly loss \$33.26

That I have not been unduly sanguine in my estimate of probable losses is evidenced by the payments which have come in from January to July, 1910. Of the debts called "bad," \$32.50 have since been paid, and \$205 of the "doubtful" debts. Nothing but death seems to make these debts absolutely hopeless. Last fall one was paid which was dated 1866, and this spring another was settled which had been contracted for extra expenses connected with the fire which destroyed the "Ladies' Hall." I do not see that losses are becoming more frequent; I think that they are less, in proportion to the sums loaned.

For the needed income, the following plan seems most expedient. We sometimes loan, instead of giving, money from the regular gift-funds. These payments go into the "Freshman Women's Fund," to enable us to do more for new-comers. Voluntary payments of gift-money will continue to be so used, but from such loans, when returned, we shall hereafter apply from \$35 to \$50 a year to the Jones fund, and hope thus to keep it intact, while whatever comes to it from other sources will serve to increase it.

The May Moulton Loan Fund. This was established by Mrs. Susan Moulton with a gift of \$500, which is loaned at 4% interest. Mrs. Moulton especially desired that this fund should not be lost in a series of unpaid debts, and she directed that its condition should be examined once in ten years, and that if it should appear that the original sum was growing less, it should be withdrawn as a loan-fund, and become a scholarship. It has now been in use nearly six years, and, since we have just passed the half of the allotted time, it is well to look into the record. This is highly gratifying.

From Fall of 1904 to June, 1910

Original fund	\$ 500.00
Payments of principal	712.50
Payments of interest	88.53
	\$1,301.03
Loans	\$1,220.00
Available, July 1, 1910	81.03
	\$1,301.03
Present value of fund	588.53
Notes overdue	None

The Gilchrist Banking Fund is a loan of \$9,500 for the use of both men and women. The interest charged students is 6%. From this larger loans have been made. It has been in use four years, and since a large portion of the loans are to run from three to five years, the time has come when we may begin to study the result of what is practically a new departure. I count one-half of the original gift as the portion of the women.

From September 12, 1906, to June, 1910

Original fund	\$4,750.00
Payments of principal	2,317.43
Payments of interest	308.11
	\$7,375.54

REPORT OF THE PRESIDENT

Loans	\$6,900.50
Available, July 1, 1910	475.04
	7,375.54
Present face value of fund	\$5,058.11
Notes overdue	603.36

Analysis of Overdue Notes

(a) Time extended by per- mission for satisfactory reasons	\$170.00
(b) Balances upon loans in process of payment.....	183.36
(c) Overdue, without satis- factory reason	250.00*
	\$603.36

The longer experience of the *Jones fund* shows that some delays are to be expected, and that most of such notes will be settled without much delay. If all in the last division should prove to be valueless—a misfortune which we do not expect—the accrued interest would still provide for a slight increase of the original fund. While this continues to be true, it would seem safe to continue the experiment of loaning under our present conditions, but the experience of the next few years will be needed before we determine our permanent policy. The women's part of the fund is now fully in use, and this is as it should be, if the conditions are right. There are three reasons why it has seemed to the committee that it was wise to loan larger sums to individual women than have been loaned to men. First, they need it more when in college, since self-help while studying is harder for them. Second, they can more readily pay it back within a few years after graduation, since they usually take up their occupation at once.

*Since the writing of this report, \$150.00 of this amount has been received, and \$27.50 interest.

while men have professional study before them. Third, the history of the Jones fund shows that Oberlin College women can be trusted to pay their debts. We feel, too, that if they are to borrow from our funds at all, we prefer to go over the ground with them, advise them as to the amount they should undertake, and let the college be their only creditor. Then payments begin promptly, and the personal relation is not severed until all is paid. Under the other plan, the student borrows what the college will loan, and gets other money on heavier interest. Of course she pays this first, even postponing the college interest payments to do it, and she has drifted away from the immediate connection with the college before she begins payment. The chance of loss is much greater, and, what is just as important, we greatly increase the chance of irritation instead of gratitude on the part of our graduates.

III. KEEP HOME

Twenty years ago, this house for self-boarding women was one of the most important factors in our provision for self-boarding women. It would accommodate about twenty women, and was well filled. Although numbers decreased as time went on, there was still so much call for accommodations of this nature, that, after being closed for a year, the house was refitted in the summer of 1900, and reopened with a considerable number. It served a useful purpose for some years, but the numbers gradually declined, and now one student there for two-thirds of the last school year is all that we have to report. Probably this particular form of self-support has had its day. Modern ideas of hygiene do not favor cooking, eating, and sleeping in a single room, which was the old way, and light house-keeping in a suite costs more than boarding. The daughters of neighboring farmers once found Keep Home especially useful. With cooked provisions from home, they could live easily and cheaply, and they

needed to save money, for they went from the rural school to the Academy, and might spend six or eight years in Oberlin. Now, thanks to the Boxwell law and electric cars, they are ready for college before they leave home, teach for two or three years before they enter, and contrive to get through with their savings, a little earned on the ground, and a few hundreds of borrowed money. The two decades that have seen the passing of the self-boarding system have witnessed the building of Lord Cottage and the refitting of Stewart Hall. Without these, I do not see how we could have continued to receive any large number of self-supporting women, and especially do we owe gratitude to the foresight of Mrs. Lord, in choosing such a form for her benefactions. Both of these buildings are now used to their full capacity, and it has been necessary to establish annex rooming-houses, by means of which Stewart accommodates 27, and Lord 30 more young women than was originally planned. This in a measure displaces young men from the dining-room, but most young men of the self-supporting class wish to work for board, and there are so many opportunities to do this that this part of the problem is not pressing.

But there is some reason to fear that we have lost touch with a certain class of girls, for whom Oberlin was once available. In fact, the present cost of tuition, even with such reduction as we can give, would have been prohibitive to some of the girls who once lived at Keep Home.

IV. INFERENCES AND SUGGESTIONS

From all the facts before us, and certainly from the conviction of those who have had to do with our self-helping women, I believe that we are fully justified in the statement that they are with us, in as large a proportion as has been true at any time within the last twenty years. But the type has changed. The typical self-supporting woman of the early nineties boarded herself at Keep Home, or worked for her board in a

family. She had more help in gifts from the college than now. She received full tuition, or nearly all, and had reason to hope for a scholarship which would more than pay tuition for the last year or two, if she proved worthy. A loan of, at the most, \$150 was available for her if she found her resources inadequate to complete the course. Now, she teaches after completing her high school course, and comes to Oberlin with a modest bank account. She is less distinguishable from her fellow-students, and thus helps to give the impression that she is no longer with us. By some work on the ground, and by careful economy, with such aid as home friends can give her, she makes her money carry her through two years, and finishes her course a few hundred dollars in debt. I am glad to add that she faithfully discharges her obligations. She receives from the beneficiary funds, as gift money, only about one-third of her tuition for the four college years, but may borrow more extensively.

As the type has changed, so have the strategic points. Once they were the gift-funds, places to work for board, and Keep Home. Now we must at least add to the first two the loan-funds, Stewart Hall, and Lord Cottage.

It is evident that the changes of the last two decades have placed increasing difficulties in the way of self-supporting women. The growth of the gift-funds, though considerable, has by no means kept pace with the larger numbers and the higher tuition. The more strenuous character of the college life and work makes working for board more difficult, and self-boarding has had its day. The cost of living is much higher. It is a matter of surprise and congratulation to me, in view of these things, that we have not lost these, the best of our Oberlin women. I am much impressed, in my correspondence, with the interest of such women in Oberlin, and their willingness to incur additional difficulties rather than go elsewhere, although their way might so be made easier. We have advantages other than beneficiary scholarships, however. Lord Cottage, the refit-

ting of Stewart Hall, and the new loan funds, have saved the day. But I am very sure that we shall lose these women, and that speedily, if more is added to their burdens. I am especially concerned for the large class not on our beneficiary list whose report shows self-help and economy. It is not that I fear a lack of students, but Oberlin has never desired to be a college for wealthy students.

I rejoice that the tuition was not raised this year, and I hope that if this unfortunate measure becomes inevitable, the interests for which I speak will be safeguarded as far as possible. Even with the present tuition, we need a large increase in our beneficiary funds, not for an advance in our benefactions, but to bring them back to the standard of twenty years ago. I hope that we shall set ourselves to the problem of keeping Stewart Hall and Lord Cottage well within the reach of girls who earn their own money.

A most worthy object for the benevolent would be a generous repair fund for Keep Home—enough to put it again into commission as a coöperative house, where the young women, by doing the work under the direction of a competent matron, could keep the expense even below that of Stewart Hall.

We need a small loan fund for the Academy students, for the exceptional Academy girl who ought to borrow. None of our present loan funds are available for them.

We are again face to face with the problem from which the Allen Fund relieved us for a time. It is no longer adequate. Oberlin has become a center for missionaries on furlough, and a favorite place to leave their children. There are now very considerable numbers in the institution, not only the children of our graduates, but many whose parents were educated elsewhere. The churches and the friends of missions owe it to missionaries to see that opportunities for an education are furnished their children at a moderate cost, but it is not right to make this a charge upon the gen-

eral expenses of the college, nor to deduct from the funds intended for the self-supporting. We should have another missionary fund.

I have reserved for the last a suggestion which I earnestly wish might be acted upon at once. It needs no new endowment. In helping girls arrange for work in families, I am embarrassed by the fact that I cannot *advise* any girl to give four or five hours daily to house-work, and take full college work. Some do it; it is always a risk, and health is likely to suffer. But to drop one-third of her college work means to pay \$25 for tuition which she cannot use, and when our Freshman reduction is only \$24, no wonder that a self-supporting girl feels that she cannot afford it. I appreciate the objection to allowing any student who claims to be self-supporting partial tuition privileges. There are all grades of self-help. But I wish that this committee might be authorized to report to the Prudential Committee cases of young women who are working four or five hours a day, and that, by special vote, such women might be allowed to pay in proportion to the work they take. The requests would be few. No girl wants to drop behind her class. Where it was carried through the course, it would mean five years instead of four, and the same tuition finally paid to the college.

The Christian Associations

During the year the Young Men and the Young Women's Christian Association carried on their customary activities with results which have been of great value to the student body and which may justly be recognized here as a part of the work carried on under the auspices of the college. The Secretary of the Young Men's Christian Association for the year was D. Windzor Jones, of the class of 1909, and that of the Young Women's Christian Association Miss Helen L. Fitts, a graduate of Mount Holyoke College. Their reports indicating the work of the year follow.

Young Men's Christian Association

Sometime during the summer months, when, somewhere in a distant city or a country village, a man is getting into definite shape his plans for attending college in the Fall, and is beginning to wonder with mingled anticipations what sort of a place he will find Oberlin to be, there is dropped into his mail box a copy of the Oberlin Y. M. C. A. *handbook*. With the exception of an impersonal catalogue or an official blank this is the first vital touch which he receives from the college. This year the Y. M. C. A., in connection with the Y. W. C. A., published fourteen hundred books and sent a copy to every prospective student.

Then the student arrives at Oberlin, and the first impression he receives of the place of which he has been thinking and for which he has been planning during the summer months, he receives from the hearty handshake and helpful assistance of our *visitation committee* at the train. This committee brings him to the office; helps him find a rooming and boarding place; establishes for his use an information bureau during joining day in Peters Hall; invites him to social stags on the first two nights of his stay here; and then keeps in touch with him in a friendly and helping way throughout the remainder of the year. This year approximately two hundred visits were made, twenty-five of which were made on account of sickness.

Usually, the new man barely gets here before he begins to feel the need of permanent or occasional employment (it is an interesting fact that very nearly two-thirds of the men here earn all or a part of their expenses), and then our *employment committee* takes up his case and finds him the work he needs. This year the opportunities to work have been unusually scarce and the needy cases have been numerous, but nearly seven thousand dollars worth of work has been given out, and over one hundred and fifty men have been helped to employment.

As soon as possible after the new man gets here, and has had his more material wants looked after and supplied, the association seeks to line him up with the higher plane of work for which it stands, and his membership is solicited by the *membership committee*. This year, despite the fact that the number of men in the college is larger than ever before, the membership record is lower than last year's, and only five hundred and eight men have been enrolled. However, a highwater mark has been set in the local business college, an auxiliary enterprise, and through the consistent and earnest efforts of Vice-President Lynn B. Griffith twenty-four men have been enrolled.

On the first Saturday night of his experience here, the new man finds sociability running riot. It is the night of the Y. M. C. A. stag and a huge bonfire and a huge "feed" attract a huge crowd to the Athletic Park, and a never-to-be-forgotten night is passed. This year four hundred and twenty-five men met at the stag and literally "got next" to each other. Another stag was held in March in Peters Hall, at which three hundred and fifty men were present. With the coming of the new building, the efficiency of the *social committee* will be greatly increased.

On the first Sunday night the new man is invited to the Sunday evening meeting, and there he gets the benefit of the strong speakers which the *religious meetings committee* has been very fortunate to obtain. This year about one-fourth of the speakers have been students, one-fourth faculty, and about one-half outside men. Mr. B. W. Firman, Bishop MacDowell, President Howe, Professor Hutchins, Arthur Rugh, Dr. Bosworth, and Dr. W. S. Hall have given us unusual talks and have helped the men greatly. The average attendance at these meetings has hovered this year around the three hundred and twenty-five mark, with occasional spurts toward a much higher figure. We have had one joint meeting with the Y. W. C. A., which was an illustrated lecture on China and given by Charles F. Gammon.

The music for these meetings is under the direction of the *music committee* and this year it has been successful in obtaining the services of a capable orchestra and several soloists.

The *Bible* and *Mission Study* departments come to the attention of the new man within the first month of the college year, and this year these departments enrolled four hundred and thirteen men. The *Mission Study* interest was presented first this year by Mr. B. W. Firman, of Chicago, and one hundred and forty-six men were enrolled,—the maximum enrolment in the history of the Association. Eight courses in foreign study were offered and three in home missions. There are now thirty-two men in the *Student Volunteer Band* and the monthly open meetings of this band have been very interesting and beneficial. The *Bible Study* interest was presented by Arthur Rugh, of China, and two hundred and sixty-seven men were enrolled. Here, too, eight courses were offered in twenty-five class groups and a normal group of prospective leaders is now in training for the work next year. These departments are doing a thorough piece of work for the Association and their value cannot be estimated in commercial terms.

As soon as the new man begins to feel acquainted and at home in the college life, then it is that the Association opens before him several lines of activity in which he can spend his energy in unselfish service for others. The *outside religious work* department puts in its claim. This year it has maintained twelve Sunday schools and preaching points in the outlying rural districts. The *boys' work* department sends out its call for leaders and throws open the broad field of the lives of the town boys. At a meeting of the *Oberlin Boys' Republic*, held recently, over one hundred boys sat down to supper and reorganized for the coming year. This organization of the boys has one hundred and seventy-five names on its roll. Stags have been held for the boys and a series of athletic events and contests has been arranged for. The *manual training school* which

was inaugurated last year, has now so proven its value and usefulness to the community, and has been so successful in its work, that the school board has practically decided to adopt it and to take it from our supervision next fall.

These are the lines of the Association's activities which, one after another, make for the all around development of the new man. All through the year the *college work committee* gets in its work, without show, or without public recognition. This year, under the leadership of Leonard J. Christian, it has done unusually effective work. It has met regularly on Sunday nights, under the direction of Professor Harrington, and, by its help, made the work of the Day of Prayer for Colleges much more effective than it otherwise would have been.

Once in a while we find a man who comes into the college environment and goes out of it again at the end of his course without having come into contact with the forces of the Association. But seldom indeed is this the case, for we believe that our work underlies every important phase of college life, and we try to make the Oberlin Fellowship worth while to every man within the circle of our influence.

The report which the *treasurer* submitted to the Advisory Board, and covering all transactions of the Association from September the twenty-second, nineteen hundred and nine, to May the tenth, nineteen hundred and ten, is as follows:

FINANCIAL STATEMENT

Receipts

Cash on hand September 22, 1909.....	\$94.86
Membership dues	\$416.00
Student subscriptions	352.25
Faculty subscriptions	70.50
Alumni subscriptions	173.87
Business men's subscriptions.....	143.50

REPORT OF THE PRESIDENT

Oberlin Theological Seminary	200.00
Handbook	17.65
Lecture	208.00
Misc. subscriptions and receipts....	9.50
Oberlin College subscription.....	150.00
Total receipts	\$1741.27
Total cash and receipts	1836.13

Expenditures

Salaries	\$830.00
Committee appropriations	253.29
General printing	29.75
General postage	33.60
Rent of office	60.00
Rent of church	70.00
Janitors, office and church	33.00
Light and heat for office.....	25.50
Office supplies	2.70
Telephone rent	11.73
State committee	60.00
International committee	25.00
Lecture	25.85
Recording secretary	1.00
Stenographer	3.80
Conventions and conferences	18.85
Miscellaneous	29.35

Total expenditures	\$1513.42
Cash on hand May 10, 1910....	322.71

Assets

Outstanding pledges—

Faculty	\$ 70.00
Students	10.00
Alumni	75.00
Membership dues	5.00
Handbook	30.00

Total assets	\$190.00
Tot. pecuniary and tangible assets	512.71

Liabilities

Committee appropriations	\$ 15.00
Salaries	70.00
Sec'y (for summer training school)	75.00
Annual reports	25.00
Lecture	195.00
Manual training school	25.00
Miscellaneous	25.00

Total liabilities

\$430.00

Probable bal. June 22, 1910.....

82.71

The condition of the "*Conference Loan Fund*" is as follows:

(Amount of original fund).....	\$300.00
Cash on hand Sept. 22, 1909.....	290.00

Receipts

Permanent addition to fund.....	\$ 2.50
Given for use as a free gift.....	2.50

\$ 5 00

Total

295.00

Interest

9.88

Principal plus interest

304.88

Loans

For Rochester convention.....

\$ 45.00

Cash on hand May 10, 1910.....

259.88

The *advisory board* for the year has been as follows:

I. W. Metcalf, Trustee of College, Chairman.

J. E. Wirkler, Tutor in Academy, Secretary.

H. B. Thurston, Assistant College Treasurer,
Graduate Treasurer.

E. I. Bosworth, Dean of Seminary.

W. J. Hutchins, Professor in Seminary.

S. R. Williams, Professor in College.

F. W. Tobin, Business Man.

E. A. Miller, Dean of College Men.

Young Women's Christian Association

The year 1909-10 has been a vigorous year in the life of the Oberlin Young Women's Christian Association.

The *fall campaign*, which is a part of the work of Membership Committee and is in charge of the two vice-presidents of the Association, was such as to convince new-comers that the Y. W. C. A. is a factor in Oberlin life. Girls were met at the station, accompanied to their boarding houses, helped through the ordeal of rearranging conflicting schedules and of registration. A new phase of the "fall campaign" was the Information Bureau in Peters Court, which thoroughly proved its usefulness. Another new plan, which was very successful, was that of having tables in charge of several members placed near the assigning lines, at which girls could sign student census, and Y. W. C. A. membership cards. This gave an unusual opportunity for explaining the purpose of the Association and inviting new girls to join. Even before college opened they had come into touch with the Association through letters and handbooks. The usual reception was held on the first Saturday afternoon, the members of the Advisory Board and of the Cabinet receiving. The name of each new student was written on a gold and crimson O, which she wore for the rest of the afternoon—a designation which not only facilitated introductions, but made her feel that she really belong to Oberlin.

Especial attention has been paid to making the *student census* complete and accurate in order that committee members might be wisely chosen. Without such a guide in so large an Association, some girls might serve on three or four committees, while others just as eager to help and just as capable, might not be members of any committee. Early in the year lists compiled from the census and including not only the names

of church members, but also of those who merely stated a preference, were sent to the various pastors.

The *membership* has increased to 644. Two formal Recognition Services were held, one in the fall and one in the winter term, which helped the new members to feel that membership is a sacred trust.

It is gratifying to know that the *increased budget* of \$1400 was more than met, for the year was closed with a balance of \$194.67 in the treasury. With the exception of a Christmas Carnival, which netted about \$200 and was given for social quite as much as for financial reasons, all funds came through the regular channels of pledges and membership dues. We are glad that the students believe in direct giving.

Besides the reception and the carnival the *Social Committee* gave several teas for smaller groups of girls. Later in the term an impromptu "Grand Opera," to which all were invited, met with great success. "Stunt Day" in the fall term, which was also "just for fun," helped the girls to become acquainted. The committee has attempted to make the singing of college songs a feature of Y. W. C. A. social gatherings.

To quote from the report of the *Bible Study* chairman—"There is no more vital part of our Association work than the Bible Study classes. Realizing this fact, the Bible Study Committee has tried to organize classes of many kinds in order that every sort of girl, with every sort of need, would find just the course that would appeal to her. Our aim has been, through systematic daily study of the Bible, to bring every girl in school into a vital friendship with Jesus Christ." Last fall, after the Bible Study Rally led by Dr. Bosworth, "every girl in school was visited and given the opportunity to join a Bible class. The total enrolment was 370, of whom 254 have remained faithful. This is a gain of 125 over last year." Twenty-seven classes in twelve courses were offered. A very successful training class was led by the Bible Study Director of the Y. M. C. A.

The *average attendance* at the Sunday evening meetings has been 260. This is hardly a number to be proud of when the membership is over 600 and the number of girls in school is over 1200. These meetings have been conducted in the usual way, with the exception of the Thanksgiving service, which was held around the fireplace in Peters Hall. During the Week of Prayer daily prayer meetings were held in many of the boarding houses. These were purely voluntary gatherings, for the matter had purposely not been urged upon the girls. Miss Ruth Paxson, one of the traveling secretaries for the Student Volunteer Movement, who had been with us for the week preceding, was the speaker on the Day of Prayer. As to leaders—the meetings have been equally divided between students and faculty or outside speakers.

The *Practical Service Committee* has arranged for music, provided supplies for the Y. W. C. A. room in Peters Hall, and secured the promise of another such room in Rice Memorial Hall. It has made itself useful to the Cleveland Association by sending flowers, posters and magazines, Christmas cards, to the people at the Rest Home, and by arranging for two Oberlin girls to take charge of a Vesper service. A pleasant week-end visit was in November received from the Cabinet of the Association of the College for Women at Western Reserve University. Following a dinner on Saturday evening, a most interesting conference on methods was held by the two cabinets. The meeting on Sunday evening was conducted by the members of the visiting Cabinet. The employment bureau secured work for twenty-four girls, five of whom were self-supporting. Several other girls found work without the aid of the bureau.

The work of the *Intercollegiate Committee* has differed but little from that of preceding years. Posters announcing religious meetings and social gatherings have been made, weekly reports of the Sunday evening meetings have been sent to the Oberlin Review, correspondence has been carried on with other Associa-

tions, and subscriptions have been secured for "The Intercollegian," and the "Association Monthly." As the result of the work of the Conference Committee, fifteen delegates, including Dean Fitch, attended the summer conference at Mountain Lake Park, Md., and sixteen, including Dean Fargo and the General Secretary, attended the winter conference at Akron, Ohio. At the latter conference an Oberlin girl was asked to serve as secretary for several sessions, and the General Secretary was asked to open the discussion of business methods in student Associations.

The *Extension Committee* has done good work. Its Sunday School Committee supplied an assistant leader for the Junior League in the Second Church, also three regular teachers for the Sunday School, one for the First and one for the Methodist school, besides several substitute teachers. Five girls served as regular teachers in the two rural Sunday Schools conducted by the Y. M. C. A. The visiting committee has carried on the usual work among the shut-ins. At a meeting of the Second Church, at which a report of the Association was given, hearty appreciation of the work of these two committees was expressed by several of the church members. Because the teaching of games in the public schools has been taken up systematically by the girls of the Physical Training Department, it has been deemed advisable to discontinue the recess work.

The *Philanthropic Committee* coöperated with the Oberlin Associated Charities in its Christmas plans. Twenty-five families, including seventy-five children, were given dinners or Christmas trees, toys, etc. A quantity of clothing was collected from students and sold or given to the poor. In the spring flowers were sent to Cleveland for distribution in the hospitals. Two new features of the Club Committee's work should be mentioned, namely, that a group of girls go each Sunday afternoon to the Children's Home to amuse the little people there, and that a story hour has been held on Saturday mornings in the children's room at Carnegie

Library. The seven clubs have prospered. Two were composed of girls of high school age, the rest of girls from the 7th and 8th grades. Basketry and sewing were the main industries, the club members furnishing their own materials.

Graduates affirm that the experience gained in these various committees was a valuable part of their preparation for life work. But the Oberlin Young Women's Christian Association could not be of such service were it not for the kindly coöperation of the Advisory Board, the sympathetic interest of the Faculty as a whole, and the prayerful enthusiasm of its membership, especially of those students who are chosen for places of chief responsibility in the work.

FINANCIAL STATEMENT

Receipts

Membership Dues	\$ 641.75
Alumnae	17.00
Systematic Giving	398.42
Faculty Subscriptions	101.40
World's Nickel	15.60
Fines	16.60
Ways and Means	252.69
	\$1443.46
Balance brought forward	18.24
	\$1461.70

Expenditures

General Secretary's Salary	\$ 425.00
Conference Fund (Summer)	80.91
State Conference	5.50
Territorial Pledge	100.00
Nat'l Pledge (and 235 from last yr.)..	110.00
World's Nickel	27.00
Foreign Secretary	25.00

Foreign	19.21
Finance	6.35
Bible Study	12.00
Religious Meetings	17.30
Missionary	6.79
Intercollegiate	6.00
Practical Service	11.28
Extension	3.17
Social	125.16
Stamps	14.53
Handbook	50.00
Rent, Warner Hall ('08-9 and '09-10)	136.00
Miscellaneous	85.83
	\$1267.03
Balance on hand	194.67
	\$1461.70

Shansi Memorial Association

As I suppose in your report of your own work to the trustees you will touch upon your visit to Shansi, I mention it here simply as a part of the work of this year and submit the report of Mr. W. F. Bohn, the Executive Secretary of the Association.

The Shansi Memorial Association has had a successful and gratifying year, both in regard to the work done on the field and the support given the project by the students, faculty and friends of Oberlin College.

The enterprise seems now well established. At T'aiku the "Flower Garden" has been occupied as the campus site of the Memorial Academy. Its ample acreage and its thirty-one Chinese buildings furnish adequate facilities for the school for some time to come, and, in addition, its attractive Chinese setting is an asset of real value. (President King reports that our plant in T'aiku has none of the objectionable "foreign"

appearance that many of our mission enterprises have.) Principal K'ung (Oberlin '06) has shown marked ability in administering the work of the Academy; and the wisdom of retaining a native Chinese as head of the school seems amply justified. Too much credit cannot be given to Mr. and Mrs. Staub and Mr. and Mrs. K'ung and their associates for the splendid way in which they have worked out the details incidental to the launching of this new enterprise. Mr. Staub, in a recent letter says concerning the work of the year—"The greatest gains have been in the T'aiiku Academy and grammar school. Five boys were graduated in February, three of whom now have charge of primary schools, while the other two are taking some normal work and assisting as instructors in the grammar department of the T'aiiku school. A new step has been taken to establish a *normal course* with the idea of fitting men who have a fair Chinese education to take charge of the primary schools. The effort so far seems to be successful. Seven men have enrolled in that department."

There were during the last year 181 pupils enrolled in the T'aiiku Academy and the five affiliated grammar and primary schools under the direction of the Shansi Memorial Association.

Another item of interest in connection with the T'aiiku Academy report by Mr. Staub is that a new Chinese teacher has been added to the faculty, a man who graduated from the North China College at T'ungchou and who taught in that institution for three years. His services have been a distinct gain. The religious life of the school has been wholesome. Daily chapel service is held at which attendance is required, and the Y. M. C. A., the first and only organization of its kind in the entire Province with the exception of another Association recently started in our school at Fenchou, has been active and aggressive.

It is interesting to note that this school is attracting students outside of our denomination. There are at

present 34 from our own denomination, seven boys who come from the English Baptist church circles, three who come from the China Inland Mission, besides fifteen who come from non-Christian homes.

The grammar school at Fenchou will soon be put on a much stronger basis and plans are being made for a distinct strengthening of that part of the work. \$1,000 of the James Land Fund was designated for the purchase of *an academy site* at this place. The Association is indebted to Reverend Watts O. Pye for his efficient oversight of our interests at Fenchou.

The financial report of the year shows that exclusive of a large gift for salary, not handled by the Association, the receipts of the Association for the year 1909-1910 were \$5,592.65. This sum includes the very generous gift of \$2,000 from Mrs. Ellen S. James for the purchase of the land already noted at Fenchou, and a plot of ground adjoining the "Flower Garden" in the south suburb of T'aiku, which will be used for an athletic field. The Association is glad to report that the final payment on the "Flower Garden" compound due the American Board was paid during the year, and that in addition to meeting the current expenses of the enterprise, extensive repairs were made in the "Flower Garden" buildings.

The budget for the new year enumerates several pressing needs of great importance, including two sums of \$500 needed to establish the manual training department, and equipment for chemical and physical laboratories. These two needs ought to be met during the current year.

President King's visit, and personal inspection of the Memorial Association enterprise at T'aiku and Fenchou was the most significant event of the year, and his report will furnish the necessary impetus for a forward movement in the development of the Association's work. Oberlin students and the friends of the Memorial Association may well be proud of the progress which has already been made in the establishment

of this "New Oberlin" in the important Province of Shansi, and at this most strategic time when educational work in the Orient has assumed the place of first importance.

The local work of the Association has been cared for as usual by an Executive Committee appointed by the Association, and very efficient work has been rendered by Rev. Ernest B. Chamberlain as Field Secretary of the Association. We are glad to report that Mr. Chamberlain will continue to do like service for the ensuing year.

Lectures and Concerts in Oberlin

The lectures and concerts of the college year are given, of course, primarily for the benefit of the students of the College, and may fitly, therefore, find their place at this point in the review of the year. Besides the following lectures, concerts, and entertainments under the auspices of the College or of the various organizations connected with it, numerous recitals were given by members of the graduating class of the Conservatory. The list follows:

October 11—Professor George Whitefield Andrews. Organ Recital.

October 14—President Charles F. Thwing. "The Universities of the World and Their Work."

October 19—Professor Bruce H. Davis. Piano Recital.

October 26—Dr. Frank W. Gunsaulus. "William E. Gladstone."

November 2—Mr. Cecil Wright. Vocal Recital.

November 3—Ex-Governor Joseph. W. Folk. "Soldiers of Peace."

November 11—President William O. Thompson. "The College as the Students' Opportunity."

November 26—Mrs. Olga Samaroff. Piano Recital.

November 22—Miss Tilly Koenen. Vocal Recital.

November 23—The Coburn Players. "Twelfth Night." "The Canterbury Pilgrims."

November 30—Miss Maud Powell. Violin Recital.

December 3—The Cincinnati Symphony Orchestra and the Oberlin Musical Union. Matinee Concert.

December 3—The Oberlin Musical Union and the Cincinnati Symphony Orchestra. "The Messiah." *Handel*.

- December 6—Professor J. Franklin Alderfer. Organ Recital.
December 9—Mrs. Philip Snowden. "Woman's Suffrage in England."
January 11—Dr. George Vincent. "Playing the Game."
January 14—Professor Walter Rauschenbusch. "The New Social Enthusiasm."
January 18—Mr. Fritz Kreisler. Violin Recital.
January 24—Professor George Whitefield Andrews. Organ Recital.
January 25—Mr. Edwin D. Mead. "The United States and the United World."
February 8—Mme. Kirkby-Lunn. Vocal Recital.
February 10—Members of the Class of 1910, Conservatory of Music. Concert.
February 10—Dr. Henry Van Dyke. "Self Reliance and the Republic."
February 12—The Oberlin College Glee Club. Concert.
February 15—Mrs. Bertha K. Baker. Dramatic Reading. "Peer Gynt."
February 22—President Charles W. Dabney. "Washington's Idea of National Education."
February 25—Mrs. Florence Kelley. "The Long Day."
February 25—The Flonzaley String Quartet.
February 28—Dr. Rudolph Tombo. "Parzival."
March 1—The Redpath Grand Quartet. Vocal Quartet.
March 1—Mrs. Helen Grenfell. "Equal Suffrage in Colorado."
March 8—The Singers' Club of Cleveland. Concert.
March 17—Mr. Gilbert McClurg. "Texas."
March 18-28—Professor J. Rendel Harris. The Haskell Lectures. "Some Lost Books of the Early Church."
March 21—Baron Dairoku Kikuchi. "The New Japan. Its Moral and Intellectual Development."
March 21—Professor J. Franklin Alderfer. Organ Recital.
March 21—Dr. Ludwig Wuellner. Vocal Recital.
March 23—Mlle. Veer de Vere. "The Siege of Paris."
April 8—Miss Edith Arnold. "Matthew Arnold."
April 13-15—Professor William E. Kellicott. Three Lectures.
April 13—Mr. Ohio C. Barber. "Scientific Farming."
April 19—Mr. A. Radclyffe Dugmore. "Snapping African Wild Game on the Roosevelt Trail."
April 26—Mr. Ferruccio Busoni. Piano Recital.
May 2—The Kneisel Quartet. String Quartet.
May 11—The Theodore Thomas Symphony Orchestra. Frederick A. Stock Conductor. Matinee Concert.
May 11—The Oberlin Musical Union and Theodore Thomas Symphony Orchestra. "Ruth." *Georg Schumann*.
May 12—Rev. Edgar S. Rothrock. Alumni Address of the Theological Seminary.

May 12—Dr. Arthur Judson Brown. Commencement Address of the Theological Seminary. "The World Vision."

May 18—Hon. Leslie M. Shaw. "Evolution in Matters Governmental."

May 31—Dr. Paul Shorey. "The Unity of the Human Spirit."

June 7—Mrs. Frease-Green. Vocal Recital.

June 19—Dean Edward Increase Bosworth. Baccalaureate Sermon. "Not by Bread Alone."

June 19—President Emory William Hunt. Address before the Christian Associations.

June 20—Professor Azariah S. Root. Alumni Address. Review of the Year 1909-10.

June 22—Rollo Ogden Esq. Commencement Address. "Democracy and Colleges."

June 22—Combined Glee Clubs of Former Years. Concert.

July 1—Associate Professor Samuel R. Williams. "Radiation Phenomena."

July 8—Professor Lyman B. Hall. "Charles Sumner."

July 15—Members of the Conservatory Faculty. Concert.

July 22—Professor Raymond W. Stetson. "Hypnotism and Suggestion."

July 29—Associate Professor Harley L. Lutz. "A Suggestion of Dealing with the Problem of Monopoly."

August 5—Professor Azariah S. Root. "The History of Wood Engraving."

VIII. RELATIONS TO OTHER EDUCATIONAL INSTITUTIONS

Educational Meetings

During the year the college was represented at the usual gatherings of the educational associations to which it is most closely related, the Ohio College Association, the Conference of Ohio College Presidents and Deans, and the North Central Association of Colleges and Secondary Schools. In these gatherings there is steadily being developed a greater spirit of coöperation and coördination, and a friendly attitude between the college and other educational institutions is steadily growing.

Colleges and Universities

During the year covered by this report, various members of the Faculty and Alumni of the Institution represented the College at important educational gatherings and University and College functions of note. *Professor E. I. Bosworth* represented the college at the inauguration of President A. Lawrence Lowell, of Harvard University, at Cambridge, Massachusetts, October, 1909; *Professor Charles B. Martin* was present as a delegate of the college at the inauguration of President E. F. Nichols, of Dartmouth College, at Hanover, New Hampshire, October 14th, 1909; *Professor A. S. Root* represented the College at the inauguration of President Donald J. Cowling, of Carleton College, at Northfield, Minnesota, October 18th, 1909, and at the inauguration of President Gates, of Fisk University, Nashville, Tennessee, March 31st, 1910. *Professor C. H. A. Wager* was the delegate of the College at the inauguration of President E. B. Bryan, of Colgate University, Hamilton, New York, October 20th, 1909. *Dean Florence M. Fitch* was present at the inauguration of President Vivian B. Small, of Lake Erie College, Painesville, Ohio, October 7th, 1909. *Professor A. B. Wolfe* was present at the Conference on the Teaching of elementary Economics, held in Chicago, October 22nd and 23rd, 1909; *Professor Charles W. Savage* was a delegate of the College at the annual meeting of the Intercollegiate Athletic Association, held in New York City, December 26th, 1909. *Professor F. Anderegg* attended the meeting of the New England Alumni of Oberlin College, held in Boston, March 18th, 1910. *Professor A. S. Root* represented the College at the Conference of Ohio Presidents and Deans, held at Columbus, Ohio, March 11th and 12th, 1910. *Professor G. W. Andrews* was present at the meeting of the Oberlin Alumni Association of Nebraska, held at Lincoln.

April 12th, 1910, and at the New York Association, held at New York City, April 4th, 1910. *Professor E. A. Miller* and *Secretary George M. Jones* attended in behalf of the College the North Central Association of Colleges and Secondary Schools held in Chicago, March 25th and 26th, and *Professor Miller* was a delegate of the College at a meeting of the Illinois Association of Oberlin students held in Chicago, April 19th, 1910.

IX. NEEDS

This review of the year shows the endeavor of the College steadily to improve the quality of its work and to increase its teaching efficiency, but it also brings out at many places the very great financial limitations under which the work is being carried on. It is to be hoped that the new Half Million Fund, to be completed before June 30th, 1911, with its gains to the college in new buildings and in additional endowment, will be followed by still other gifts from friends of the college, until the work now attempted can be carried on in the most economical and efficient way, and until adequate funds are provided for the larger and more important work which the college could wisely undertake.

Respectfully submitted,

AZARIAH S. ROOT.

SUPPLEMENTARY REPORTS —GENERAL OFFICERS AND HEADS OF DEPARTMENTS

REPORT OF THE SECRETARY

To the President:

SIR—I have the honor to present herewith my annual report as Secretary of Oberlin College, covering the year 1909-10.

That portion of the report which has reference to the admission of students to the College of Arts and Sciences will be found in the section devoted to the College of Arts and Sciences (see pages 204-230). The work of this office has been conducted along the lines indicated in former reports. During the years 1907, 1908, and 1909, an extra force of clerks was accommodated in the office quarters, engaged upon the work of the Seventy-fifth Anniversary Catalogue. The completion of this catalogue during the year 1908-09 allowed the resumption of the former quarters for the regular work of this office. The miscellaneous correspondence and the several items of general work have been attended to with more satisfaction than during the years when the offices were overcrowded with the former student catalogue work.

With the increase in the number of students in the College of Arts and Sciences there has been a great increase in the amount of correspondence attended to in this office. The adjustment of the credits of students who come from other colleges with advanced standing usually involves much more office work than of students who enroll as freshmen from ordinary preparatory schools, and in the last few years the greatly increased number of advanced standing students has brought a great addition to the burden of the work of adjustment of credits.

For several years I have had it in mind to arrange the names of the graduates of the college in a new form for convenience of

statistical record. We hope during the coming year to make a good beginning upon this register of graduates. It is the most important item of uncompleted work.

During the coming year it is planned to make a careful study of the facts with reference to scholarships and beneficiary aid, somewhat similar to the reports submitted by me in 1905 and 1906. The collection of the statistics with reference to scholarships and beneficiary aid will be of value in the study to be given to this subject by the special committee of the faculty and trustees, called for by the vote taken at the Semi-Annual meeting of the Board of Trustees in June, 1910.

The material in this report will be grouped under two main heads, as follows:

I. PUBLICATIONS

II. OFFICIAL RECORDS AND STATISTICS

I. PUBLICATIONS

BULLETIN OF OBERLIN COLLEGE

The Bulletin of Oberlin College included the following numbers during the college year 1909-10:

No. 54. Student Directory for 1909-10. October 16, 1909.

No. 56. Annual Reports for 1908-09. November 30, 1909.

No. 57. Annual Catalogue for 1909-10, preliminary edition. December 20, 1909.

No. 58. Catalogue of the Summer Session. February 18, 1910.

No. 59. Catalogue of Oberlin Academy. March 1, 1910.

No. 60. Catalogue of the Theological Seminary. March 21, 1910.

No. 61. Annual Catalogue for 1909-10, final edition. June 15, 1910.

No. 62. Catalogue of the Conservatory of Music. June 26, 1910.

Of the above, No. 56, the Annual Reports, was mailed to all the alumni. Many of the alumni received copies of the annual catalogue also. The College expects to send catalogues to all graduates engaged in teaching, and to any other graduates who express a desire to receive these annual publications.

COMMENCEMENT PRINTING

The preliminary programs for the Commencement Exercises were issued as usual. These were mailed to all alumni in the state of Ohio, and in the neighboring states, to all trustees and members of the faculty, and to the members of the classes having special reunions. Copies of the preliminary programs were also placed in the hands of the seniors for distribution in connection with their own Commencement announcements.

Engraved invitations were issued in connection with the Commencement Exercises. They were sent to trustees, donors, and other friends of the College, and also to the presidents of a considerable number of colleges and universities. Oberlin Academy issued engraved invitations to its friends and patrons.

PUBLICITY

The Chairman of the Committee on Newspaper Correspondence, Associate Professor Philip D. Sherman, has had charge of weekly news-letters. These letters were sent to the New York *Evening Post*, the Boston *Transcript*, the Boston *Herald*, and the Springfield *Republican*. Much more space was granted to the College for these news-letters than ever before. The stenographic work in writing and duplicating these weekly letters was done in my office, but the collection of the material and dictation of the letters were attended to by Professor Sherman personally. The general advertising that the College gets from these letters is of very great value, and I take pleasure in calling especial attention to the work which Professor Sherman is doing in this way.

COLLEGE CALENDAR

The Calendar for 1910 was issued at the first of December, 1909, the edition being 6,000. Approximately 1,800 were distributed to the high schools of Ohio and neighboring states, and 1,700 were mailed to friends of the College. Students and members of the faculty purchased the remaining copies. The profits from the sale of calendars met a large portion of the expense of the edition, and the net cost to the College (exclusive of postage) of the 1910 calendar was only \$341.84. The postage upon the calendars was \$146.

The Calendar for 1911, now in the hands of the printer, will follow the same general lines as the calendar of the preceding year.

A NEW ILLUSTRATED PAMPHLET

The College has not issued an illustrated pamphlet for six or seven years. In my judgment the time has come for a new pamphlet for general distribution for advertising purposes. A pamphlet similar to the former publication will cost approximately \$350 for 10,000 copies.

THE SEVENTY-FIFTH ANNIVERSARY CATALOGUE

In the Annual Reports for 1908-09 a complete statement was presented with reference to the Seventy-fifth Anniversary Catalogue. To the statement there made, may be added the following items:

The amount of money collected during the year 1909-10 for Catalogues sold was \$1,285.71. The expenses charged to the Catalogue during the year were \$654.01. On August 31, 1909, the amount carried into the year 1909-10 by the College Treasurer was \$1,200, and it was hoped that the receipts for the year would balance that amount. The net receipts, however, amounted to only \$631.70, as shown above, leaving \$568.30 outstanding on this account. It will probably be impossible to collect much more upon the subscriptions already made, and the new sales will not yield much income, so that at an early date the deficit in this account now being carried in the Treasurer's office will need to be charged off in some way. There are still one hundred and thirteen unpaid subscriptions for the \$1.50 catalogue and one hundred and eight unpaid subscriptions for the \$2 catalogue. All of these have had from four to six notices requesting payment.

II. OFFICIAL RECORDS AND STATISTICS

The Secretary of the College is the custodian of the official records of the Board of Trustees and of the Prudential Committee, and an important part of his work consists in the preparation of the minutes of these two bodies and in issuing notifications of official actions taken at these meetings.

For a number of years the Secretary has also served as Clerk of the General Faculty, of the College Faculty, of the General Council, and of the College Council.

VOTE FOR ALUMNI TRUSTEES

The term of office of Dr. Dudley P. Allen expired January 1, 1910. In the nominating ballot for the nomination of a successor, the following alumni received the largest number of nominations:

Dr. Dudley P. Allen, of the class of 1875

Mr. Charles H. Kirshner, of the class of 1886

Mr. John J. McKelvey, of the class of 1884

Mr. Amos C. Miller, of the class of 1889

Mr. George W. Morgan, of the class of 1897

In the final ballot, which closed November 1, 1909, Dr. Dudley P. Allen received the largest number of votes and was re-elected to represent the alumni for the full term of six years.

The following tables will be of interest in showing the participation of the alumni in these preliminary and final ballots for alumni trustees:

<i>Preliminary Ballot</i>	A	B	C	D	E	F	Others	Total
1900	850	4	4	4	4	.	54	920
1901	474	14	10	9	8	.	63	578
*1902	.	.	.	.	.	.	.	.
1903	649	22	7	7	6	4	78	773
1904	689	8	7	3	3	.	72	782
1905	776	23	17	13	6	.	115	950
1906	1106	6	6	3	3	3	36	1163
1907	693	32	28	18	16	.	144	931
***1908	915	97	57	30	30	30	568	1727
1909	1003	21	17	13	9	.	89	1152
<i>Final Ballot</i>	A	B	C	D	E	F		Total
1900	1097	354	134	98	79	.		1762
1901	421	293	615	106	150	.		1585
**1902	472	320	284	230	123	87		1516
1903	589	313	123	136	245	136		1542
1904	864	118	224	216	101	.		1523
1905	698	310	190	213	263	.		1674
***1906	1674	234	361	925	286	250		3730
1907	665	359	350	280	141	.		1795
***1908	1558	469	522	550	295	357		3751
1909	1098	235	237	122	229	.		1921

* The Preliminary ballot for 1902 has been lost

** Two to be elected—each alumnus casts one vote

*** Two to be elected—each alumnus casts two votes

In explanation of the above it should be said that the names of either five or six candidates have been printed upon the final ballots.

—five if there was but one vacancy to be filled upon the Board, six if there were two vacancies. The votes for the various candidates are tabulated under the letters "A," "B," "C," "D," "E," and "F," candidate "A" in each case being the retiring trustee; candidate "B" being the nominee receiving the next highest number of votes on the preliminary ballot, and so on. A comparison of the preliminary and final ballots shows that approximately half as many alumni participate in the preliminary ballot as in the final ballot; it will also be seen that the retiring trustee usually receives a very large number of nominating votes, thus practically insuring a place for the retiring trustee upon the final ballot.

DEGREES AND DIPLOMAS, 1909-10

The following degrees were conferred during the year 1909-10:

Honorary—

	Men	Women	Total
Doctor of Divinity (D. D.).....	1	0	1
Doctor of Laws (LL. D.)	3	0	3
	4	0	4

In Course—

Master of Arts (A. M.).....	5	6	11
Bachelor of Arts (A. B.).....	82	86	168
Bachelor of Music (Mus. B.)	6	13	19
Bachelor of Divinity (D. B.).....	11	0	11
	104	105	209

On Completion of Prescribed Work—

Master of Arts (A. M.).....	1	0	1
Bachelor of Music (Mus. B.).....	1	0	1

In addition to the above there were nineteen diplomas issued for the completion of work in the Teachers Course in Physical Training. Ten of these diplomas were for the course for men and nine for the course for women. All of the graduates from the Teachers Course were also graduates from the College of Arts and Sciences, with the exception of one woman, who graduated from another college.

There was one graduate by diploma from the Classical Course in the Theological Seminary.

In June, 1906, by the special vote of the Board of Trustees,

the degree of Bachelor of Music was granted to seventy-one graduates from the Conservatory of Music, in the classes from 1873 to 1903. Nine additional degrees were granted in 1907, 1908, and 1909, and one in 1910. The recipients of these degrees are understood to have met fully the present standard of the literary and musical requirements for the degree of Bachelor of Music.

The aggregate of all degrees and diplomas issued during the year 1909-10, not including the degree in the Conservatory of Music to replace a diploma, was 235. The corresponding figures for the nine preceding years are shown below:

1900-01.....	100
1901-02.....	102
1902-03.....	141
1903-04.....	136
1904-05.....	156
1905-06.....	171
1906-07.....	190
1907-08.....	208
1908-09.....	165
1909-10.....	235

During the year, three graduates of the former "Literary Course" paid to the Treasurer of the College the diploma fee of \$5. and received the degree of Bachelor of Letters (L.B.), a procedure authorized by the Board of Trustees under date of June 18, 1894.

The graduating class in Oberlin Academy last June numbered 72, consisting of 39 men and 33 women. Diplomas of graduation are issued to all who complete the prescribed course of study in the Academy. The diplomas issued to Academy graduates during the last seven years, since the inauguration of the practice of granting diplomas, are shown in the following table:

1903-04.....	34
1904-05.....	45
1905-06.....	62
1906-07.....	50
1907-08.....	59
1908-09.....	75
1909-10.....	72

SUMMARY OF DEGREES AND DIPLOMAS

The following table shows the total number of degrees and diplomas that have been issued since the founding of the College, to date of August 31, 1910:

Degrees in Course:

Bachelor of Arts (A.B.)	2,939
Bachelor of Philosophy (Ph.B.)	308
Bachelor of Science (S.B.)	30
Bachelor of Music (Mus.B.)	55

Advanced Degree, in Course:

.....	3,332
Bachelor of Divinity (D.B.)	690
Master of Arts (A.M.)	645
Master of Science (S.M.)	2

Diplomas:

.....	1,337
Literary Course	967
Normal Course in Physical Training (Women)....	35
Teachers Course in Physical Training— (four-year course)	89
Conservatory of Music	159
Classical Course, in Theological Seminary.....	1
English Course, in Theological Seminary.....	69
Slavic Course, in Theological Seminary.....	22

Degrees issued to replace Diplomas:

.....	1,342
Bachelor of Letters (L.B.) in place of Literary Course Diploma	182
Bachelor of Music (Mus.B.) in place of Conserva- tory Diploma	81

Honorary Degrees:

.....	263
Master of Arts (A.M.) honorary	100
Master of Music (Mus.M.)	1
Doctor of Divinity (D.D.)	36
Doctor of Laws (LL.D.)	24
Doctor of Science (Sc.D.)	1
Doctor of Music (Mus.D.)	1
Doctor of Literature (Litt.D.)	1

..... 164

Grand total 6,438

ENROLMENT FOR NINETEEN YEARS

The following chart shows the variations in enrolment during the last nineteen years, beginning with 1891-92, the year in which the count was first made by the *College Year* instead of the *Calendar Year*:



GENERAL ENROLMENT, 1909-10

The enrolment of students for the year 1909-10, as published in the final edition of the catalogue in June, reached the total of 1993. This total shows an increase of 48 over the preceding year. It is the largest enrolment in the history of the College. In this total we have counted all students who were in attendance at any time during the year, including 44 students who studied in the Summer Session of 1909 whose names were not found elsewhere in the year's enrolment. It should be remembered that the total enrolment of all students in the Summer Session of 1909 was 143.

The total registration in the Theological Seminary was 66, including the 56 students shown below, three students classed as seniors in the College of Arts and Sciences, one student in the Slavic Department classed as a Freshman, and six other students in the Slavic Department classed in the Academy.

The following table shows the number of students in each department, with the corresponding figures for the two preceding years :

	1907-08			1908-09			1909-10		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
The College of Arts and Sciences.....	307	511	818	360	515	875	395	587	982
The Seminary	53	0	53	45	2	47	54	2	56
The Conservatory of Music	86	478	564	61	496	557	56	427	483
The Academy.....	208	121	329	191	131	322	180	176	356
Drawing and Painting ...	3	55	58	1	76	77	2	70	72
The Summer Session.....	17	42	59	32	35	67	19	25	44
	674	1207	1881	690	1255	1945	706	1287	1993

Of the 1993 students enrolled last year, 1946 came from 47 states and territories in the United States, and 47 came from 11 foreign countries. The state of Ohio furnished 910 students. The other states which sent the largest numbers of students were as follows :

New York	146
Illinois	118
Pennsylvania	102
Michigan	82
Iowa	77
Minnesota	58
Indiana	43
Wisconsin	39

STUDENTS FROM OHIO

For many years the number of Oberlin students enrolled from the state of Ohio has been approximately 50 per cent of the total: during some years the percentage has dropped slightly below 50 per cent, and during other years has risen slightly above 50 per cent. The figures for the last two years, however, show a considerable variation from the 50 per cent mark, as will be seen by reference to the following table:

	Total	Total from Ohio	Per cent. from Ohio
1902-03	1509	756	50.10
1903-04	1618	825	50.99
1904-05	1715	877	51.14
1905-06	1771	873	49.30
1906-07	1848	935	50.60
1907-08	1881	912	48.48
1908-09	1945	907	46.63
1909-10	1993	910	45.66

SUMMARY OF ALL STUDENTS: SEVENTY-SEVEN YEARS

When the former student catalogue was issued in 1908 the total number of students in enrolment during the seventy-five years of the College's history was found to be 35,682. During the years 1908-09 and 1909-10, 1,627 new students have registered in various departments. The aggregate of all students in attendance from the founding of the College to date of June 30, 1910, is 37,309.

The above total of 37,309 students may be divided as follows: graduates, 5,066; non-graduates, 32,243.

THE NUMBER OF MEN IN OBERLIN

For five years there has been practically no variation in the proportion of men in the entire institution. The percentage for the year 1909-10 was 35.42, as compared to 35.47 the preceding year.

<i>Entire Institution—</i>		Number of Men	Total Enrolment	Percentage
1902-03	.....	556	1509	36.85
1903-04	.....	611	1618	37.76
1904-05	.....	652	1715	38.02
1905-06	.....	632	1771	35.69
1906-07	.....	662	1848	35.82
1907-08	.....	674	1881	35.83
1908-09	.....	690	1945	35.47
1909-10	.....	706	1993	35.42

NUMBER OF MEN IN THE COLLEGE OF ARTS AND SCIENCES

The variation in the percentage of men in the College of Arts and Sciences for eight years is shown in the following table:

<i>The College—</i>		Number of Men	Enrolment	Percentage
1902-03	.....	267	578	46.19
1903-04	.....	279	633	44.08
1904-05	.....	294	670	43.88
1905-06	.....	297	714	41.59
1906-07	.....	317	802	39.53
1907-08	.....	307	818	37.53
1908-09	.....	360	875	41.14
1909-10	.....	395	982	40.22

OFFICERS AND TEACHERS

The officers of instruction and government for the College year of 1909-10 were as follows:

	Men	Women	Total
Professors Emeritus.....	2	1	3
Professors.....	37	2	39
Associate Professors.....	18	3	21
Instructors	14	18	32
Tutors, Teachers, and Lab. Assistants...	5	4	9
Gymnasium Directors and Assistants....	2	5	7
Librarians and Library Assistants.....	2	9	11
Administrative Officers and Clerks.....	9	10	19
Totals.....	89	52	141

Undergraduate students who act as teachers in the Academy or as assistants in the laboratories are not included in the above totals.

Grouped by departments, the table of officers and teachers may be shown as follows:

	College of Arts and Sciences	Theological Seminary	The Cons y of Music	The Academy	General	Total
Professors Emeritus.....	1	2	0	0	0	3
Professors.....	18	6	14	1	0	39
Associate Professors	10	0	7	3	1	21
Instructors.....	15	0	11	6	0	32
Tutors, Teachers, and Lab. Assistants..	3	0	0	6	0	9
Gymnasium Directors and Assistants...	2	0	0	0	5	7
Librarians and Library Assistants.....	0	0	1	0	10	11
Administrative Officers and Clerks	2	0	3	1	13	19
Totals	51	8	36	17	29	141

With reference to the above table, seven of the twenty-nine classed "General" offer courses in some department of the institution as follows: President King in the College of Arts and Sciences and in the Seminary; and Professors Root, Leonard, Hanna, Savage, and Miss Cochran in the College of Arts and Sciences. Making these additions, the Faculty of the College of Arts and Sciences really numbers 57 instead of 51, and the Faculty of the Theological Seminary, 9 instead of 8.

LIVING ALUMNI

The following table shows the living graduates of Oberlin College, corrected to date of August 31, 1910:

	Men	Women	Total
The College (including Classical, Philosophical, Scientific, and Literary Courses).....	1524	1773	3297
The Theological Seminary	516	5	521
The Conservatory of Music.....	62	148	210
The Teachers Course in Physical Training	13	90	103
Honorary Degrees.....	44	11	55
Grand Totals	2159	2027	4186
Excluding duplicates (deducting for those who graduated from more than one department)	181	73	254
Net Totals.....	1978	1549	3932

While this report is supposed to cover the College year of 1909-10, it has seemed best to present also a statement of the enrolment for the Fall term of the present year, corrected to the date of preparation of this report [October 26, 1910]. To the figures for this year have been added the corresponding statistics for the preceding seven years.

The College:	Fall 1903	Fall 1904	Fall 1905	Fall 1906	Fall 1907	Fall 1908	Fall 1909	Fall 1910
Graduate Students	13	14	20	20	11	15	17	8
Seniors	99	108	131	144	141	130	169	178
Juniors	110	131	138	143	134	183	187	195
Sophomores	139	154	162	169	191	200	216	278
Freshmen.....	220	191	196	253	244	266	317	294
College Specials	40	54	49	56	64	61	47	45
	621	652	696	785	785	855	953	998
The Seminary.....	35	50	48	49	53	52	58	65
Conservatory of Music	456	455	466	480	510	488	436	406
The Academy.....	279	325	315	318	300	286	313	315
Drawing and Painting	11	23	20	20	51	67	38	42
Totals	1402	1505	1545	1652	1699	1748	1798	1826

The number of students in the College of Arts and Sciences for the first semester of the present year shows a gratifying increase. There is a net gain of forty-five as compared to the figures for the first semester of 1909. The gain is divided as follows: men, twenty-four; women, twenty-one.

In the entire institution there is a gain of twenty-eight students.

Respectfully submitted,
GEORGE M. JONES.

REPORT OF THE FACULTY OF THE COLLEGE OF ARTS AND SCIENCES

CONTENTS

I. Reports of the Administrative Officers.....	112-120
Deans of Men and Women	112
Chairman of Committee on Admission	113
Registrar	114
Assigning officer	116
Chairman of the Summer Session	117
Bureau of Appointments	117
II. Reports of the Faculty	120-168
Bibliography, Language, Literature, and Art	120
Mathematics and the Sciences	139
History and the Social Sciences	152
Philosophy, Psychology, and Education	160
III. Instruction	168-174
Range of Courses Offered	169
Amount of Work Offered	170
Instruction Units	171
Advances Made in Instruction	173
Advances Needed in Instruction	173
IV. Students	174-187
Enrolment, Degrees, Freshman Electives.....	174
Phi Beta Kappa	175
V. Important Faculty Actions	187-190
VI. Material Facilities	190-191
VII. Needs	191-193

During the year Professor Charles B. Martin acted as vice-chairman of this faculty, presiding over all its deliberations. This report, therefore, should naturally have been presented by him, but as he felt, by reason of the pressure of other duties, unable to prepare it, I have undertaken it.

For the year 1909-10 the faculty of the department consisted of one emeritus professor, twenty professors giving their entire time to this department, five professors of other departments offering some courses to college students, ten associate professors, fifteen instructors, three assistants, the Secretary, the Registrar and the Secretary of the Bureau of Appointments, a total of fifty-seven active members of the college staff.

I. REPORTS OF THE ADMINISTRATIVE OFFICERS

These reports are printed in full as supplementing this report and, therefore, do not need to be discussed at length here.

Dean of College Men

The report of the Dean of College Men gives, in a very full and carefully prepared section, the reasons for the losses of the year among men, and also the number of men leaving Oberlin at the end of the year to attend other institutions, with the reasons therefor. It is apparent from a careful reading of this section that the loss in Oberlin is no larger than the loss which happens in any large college; financial necessity, the desire to have experience in another college, and family reasons, largely accounting for the uniform loss from year to year. It is interesting, especially in view of the questions discussed by the joint committee of trustees and faculty, to see how small a part of these changes is caused by failure in scholarship.

The Dean also emphasizes the fortunate experience of the first year under the honor system, and points out the difficulties which are involved in our present system of voluntary chapel attendance among the men. All these matters are of extreme importance and I commend the Dean's wise discussion of them to your attention.

Dean of College Women

The report of the Dean of College Women reports the establishment of another literary society for the young women of the college.

It is interesting to notice, also, that the discipline of the year has been the cause of comparatively little anxiety. Indeed, it seems surprising, considering the more than one thousand students in the college department, that the discipline of the year should consume so little time. Doubtless this is because so much time and effort on the part of the deans are spent in making the acquaintance of the new students, and establishing personal relationships with them. Here, as in most other things, the old adage holds: "An ounce of prevention is worth a pound of cure."

Report of the Committee on Admission

The report of the chairman of the Committee on Admission shows that for the year 1909-10 new students were admitted to every class in college in a number exceeding that of any previous year in the history of the school. The total number admitted during the year was 421, this number as compared with 207 in 1901-02. There is a decided increase also in the number of students coming for advanced standing. Last year the number of students admitted above the rank of Freshman was 65, as compared with 47 the previous year. In addition to this number, three students classed as college special were entitled to advanced standing, and five students classed as Freshmen came from other colleges with some college credits in advance of the entrance requirements. This total of 73 students of advanced standing contains representatives of 52 different colleges, as compared with representatives of 37 colleges in the previous year.

One cannot fail to note with pleasure the increasing percentage of the students who come without entrance conditions. According to the report submitted by the chairman of the committee, there were in 1903-04 36.5 per cent of the students who failed to meet the fifteen unit admission requirement, whereas, during the present year, only 16.3 of the students had entrance conditions. On the other hand, while in 1903-04 45.5 per cent presented advanced credits in excess of the requirement of fifteen units, this percentage in 1909-10 had risen to 68.3. This is an interesting evidence of the increasing ability of the high schools of the country to meet the admission requirements.

The report also brings out in a striking way the advantage in flexibility of requirements for admission of our present system over our former inflexible system. Study of the experience in

particular subjects is also exceedingly suggestive. One cannot but note with regret the steady decline of the number of students who present Greek. On the other hand, it is a pleasure to notice the steady growth of the number who can satisfactorily meet the requirements for a one-year course in science, and also the extent to which the requirements in mathematics are now met by the high schools. It would seem from a study of the chairman's report that our system of admission requirements was now pretty well articulated with the work done by the high schools of the country.

The chairman notes the new attitude to be hereafter taken by the college toward credits for subjects presented in advance of the fifteen units required for full college rank. It will be noted by his statement (page 228) that hereafter college credit in addition to the fifteen units required for admission is only given upon specified subjects after examination for courses extending at least one full year (with the exception of trigonometry and college algebra), and only for studies pursued later than the second year of the high school course. This is further qualified by not allowing advanced credits to students whose high school record does not show a satisfactory average standing. The restrictions thus placed upon the giving of college credits for work done in the secondary schools seem perfectly reasonable and will certainly commend themselves to the schools interested. It will be noted, moreover, that where work pursued in the secondary schools is taken after the completion of a four-year high school course, in other words where it is high school *graduate* work, it will be accepted for credit either with or without examination. This provision certainly works in favor of graduate work in the high school, and recognizes the difference between it and undergraduate work.

The Registrar

The report of the Registrar rightly emphasizes the increasing work of the office, and the difficulty of carrying on this work successfully with undergraduate assistants. It seems clear that the time has come to give the full time of a regular and permanent assistant to this office.

The report also traces the gains and losses of the class of 1910, with a study of the reasons for leaving college, so far as

these can be ascertained. Such a report is of the greatest value as indicating the points which should be guarded by the college in order to retain its students. From a study of the figures as given by the Registrar, it would seem that the greatest influences diverting students from the completion of their work at Oberlin was a desire to enter other schools, especially technical and professional schools. So far as it is possible for the college to provide the earlier years of professional work, or to meet the demand for the earlier years of technical study, every effort should be put forward to make the adjustment necessary to accomplish this. Health and scholarship play a much smaller part in the losses than one would expect to find the case. The losses in the special students are, of course, very great since many of these students come with a definite plan to take only one or two years' study and do not look forward to the obtaining of a college degree. It is probable, however, that some percentage of this loss is due to the isolation from class associations inevitably resulting from classification as special students. Inasmuch as the standing of "special student" is often sought in order to avoid the taking of some disliked required subject, it might be well to make somewhat more difficult enrolment under this classification, allowing it only in those cases where it can be proved to the satisfaction of the faculty committee that there is no possibility of a complete course being taken by the individual in question. It is not improbable that some students, now, for the reasons mentioned, obtaining admission as special students, are discouraged by the lack of class fellowships which this condition involves and therefore discontinue their study, who would, if they had taken enrolment as Freshmen, have found the life here so enjoyable that they would have completed the course. It seems to me therefore that the putting of greater difficulties in obtaining standing as special students is well worth careful investigation.

The report is also full of interest as indicating the courses elected by the Freshmen during the past five years. The increased number electing Advanced German indicate an increased number of high schools who satisfactorily carry the work of elementary German. No such tendency appears as yet in French. Greek seems to be becoming almost a neglected study, and the wisdom of the Department of Greek in introducing Greek courses in English

seems abundantly justified. The legislation by the faculty during the past year restoring the requirement of Sophomore Science seems likely to alter somewhat the number of Freshmen who elect Science rather than some of the languages. If Science is to be also a Freshman elective, it seems a pity that the various departments of Science cannot so arrange the work as to make the range of Freshman Science electives wider. For the great mass of the Freshmen, there is practically no Science election possible except Chemistry.

The report as to scholarship shows a decrease in the percentage of students involved in failure or condition. The small percentage of absolute failures (3.1 in the first semester and 3 per cent in the second semester), seems very encouraging.

Report of the Assigning Officer

Professor Caskey, who for six years has most efficiently carried on the work of the Assigning Officer, submits a suggestive report from which the following items are taken up as illustrative of the constant efforts of that office to increase its efficiency.

The most important advance made in the work of the Assigning Officer is the opening of the separate line for Freshmen. This was done at the suggestion of Secretary Jones, and although the results of this change came in for criticism, yet I think that on the whole the addition has been worth while. The Freshmen need a good deal of attention, and necessarily the line moves more slowly than the line of more advanced students. Mr. Lutz has had the Freshman line and has devoted himself to an understanding of the situation. He has shown a vital interest in the new work and I think he has done better than any one we could have chosen for the work.

We have found that the printing and distribution of five hundred schedules greatly facilitate the work of registration. These prints are made after the permanent card copies are run. They cost about five dollars but the additional expenditure seems to those who are watching the matter to be worth while. Some two hundred were sold by the book stores before the opening day. This is taken to mean that the students are using them to advantage.

Chairman of the Summer Session

The report of the Chairman of the Summer Session records the successful prosecution of the summer work, with a slight balance of receipts above expenditures.

The report also emphasizes the importance of increasing the number of courses which may be counted toward the Master's Degree.

It is greatly to be regretted that it is not possible for the college to pay the teachers in the Summer School larger salaries. During the past summer a number of our men went to other institutions for summer work because of the very much larger remuneration which could be there obtained.

Bureau of Appointments

Mr. W. F. Bohn, the Secretary of the Bureau of Appointments, submits an interesting report of the service rendered by that Bureau which follows. It is interesting to note that if the usual agency commissions had been required from those students who were placed direct by the Bureau, the commissions would have amounted to over \$1,200. To save this amount to the students at the beginning of their life work is surely an abundant justification of the cost of maintaining the Bureau.

The work of the Bureau of Appointments has continued on essentially the same lines as in previous years, with an endeavor on the Secretary's part to reach out a little, as far as the budget allowance made any extension of the work possible, and to enlarge the scope of the Bureau's usefulness. The Confidential record data, kept primarily for use in the President's office—a record of all the graduating class, have been perfected and made more permanently useful. (This record is supplementary to the usual registration data furnished by the student.) On the basis of these carefully graded, and in most cases sincerely frank data, recommendations have been made for teaching and business positions, and this year by vote of the Faculty the letters of recommendation for those applying to various universities for scholarships and fellowships in gradu-

ate study have been written. It would be hard to estimate the value of such data when, after a lapse of years, a situation arises in which a statement concerning a student's college record and a general estimate of his standing while in college are asked for. With these data, meaningless generalities do not need to be indulged in, but an accurate and satisfactory report may be made based on facts.

The actual amount of work done by the Bureau in addition to the voluminous correspondence incident to the matter of placing teachers, has this year been much in excess of any previous year, and more students have been placed without the aid of other agencies. (Of course a large part of the work of the Bureau must always be co-operative, assisting both students and agencies in making appointments. The great bulk of applications for teachers goes more or less naturally nowadays to the agencies.) This year, however, through the Bureau 30 students secured positions in 14 states and territories, including those who were appointed in our local schools. This number does not include the graduates of the course in Physical Training for Women, who in the main secure their places through Dr. Hanna; or those who are similarly successful with Dr. Leonard's co-operation; or the 19 graduates of the Conservatory of Music who must depend quite largely on the recommendation of the Conservatory Director for their places, many of these graduates going at once to positions of very large responsibility in the musical world; nor does this list include those who secure their positions through other members of the Faculty, concerning whom no report has been made to this office.

The salaries of these graduates range from \$450 to \$1,200, the amount of salary depending in many cases on previous experience and specialized training. The following table, prepared by the Secretary for use by the Professor of Education, is of interest as showing the occupations of the 171 persons graduating in June of 1910 or at the close of the Summer School:

Regular teaching	78
Physical training	12
Business	18
Social or Y. M. C. A. or Y. W. C. A....	7
Preaching (not including 7 Theological students)	1
Indeterminate	24 140

Students:

Theological	7
Law	5
Medicine	5
Graduate Study	8
Domestic Science	1
Library Training	1
Nurse Training	1
Forestry	1
Physical Training	1
Y. W. C. A. Secretarial Training.....	1 · 31
Teaching, including P. T.	52.63%
Business	10.53%
Students	18.13%
Social or Y. M. C. A. or Y. W. C. A..	4.09%
Ministry (not including 7 Theological	
Students	.58%
Intermediate	14.04%
Music	19
(9.4% into Social or Christian	
work including Theological and	
Y. M. C. A. and Y. W. C. A.)	

From this table it will be seen that over 52% of the graduates go into teaching—the principal field of the Bureau's interest—while all but 14% may naturally secure some help here. It is a matter of considerable interest that a number of very important business concerns have written the Secretary of the Bureau indicating their desire to secure the services of well prepared graduates of the college who are looking forward to business careers, with the expectation of putting them into positions where experience may be quickly acquired, and where promotion will in ordinary cases be reasonably rapid. It will be noted, however, that true to the natural tendencies of a College of Arts and Sciences, Oberlin does not send a very large proportion of men into business.

The experience of the Secretary leads him to emphasize once more the value of the work done by the Bureau in legitimately extending the influence of the college by placing its graduates in positions of some importance, especially as teachers, where the natural result will be the best sort of advertising of the Alma Mater and the directing of students to this institution.

Also it is a fact worthy of note that the aggregate of salaries of those placed is such that if the usual 5% agency commission had been required, it would

have amounted to over \$1,200. This saving to the students at the outset of their life work is surely worth while.

What the Bureau needs most is a slightly increased budget allowance to permit more extensive correspondence, especially in the matter of making inquiry in high schools where vacancies are likely to occur.

II. REPORTS OF THE FACULTY

These reports, as submitted to the President, contain many valuable suggestions intended strictly for the President's eye. One reading, as I do, such reports for the first time cannot fail to be impressed with the value of many of the suggestions thus made, nor fail to recognize the breadth of general interest in the welfare of the college which is disclosed. The policy of the President in inviting thus fully and freely suggestions on any point from the members of the faculty surely finds its justification if the reports this year are a fair average.

Bibliography, Language, Literature, and Art

The Librarian, Professor A. S. Root, continued to offer, during the year past, three courses in *Bibliography*: courses in the history of printing, in the use of libraries, and in book illustration. The report of that department follows:

All the courses in Bibliography during the past year were the largest in the history of the department, the gain in the election of the work being more than one hundred per cent. These very large classes present numerous problems which had never before been required to be solved.

The first course, Bibliography II, was elected by seventy-five men and women. Inasmuch as the method of conducting the class calls for daily reports upon the books discussed, this meant that after every class there were seventy-five papers to be examined. With the very large amount of outside work laid upon me last year, this would have been impossible had it not been for the aid of the student readers kindly granted me by the committee on such assistance. With their help, these papers were carefully checked and I am confident that the work of the class was more successful than that of previous classes.

The course in the History of Printing has now reached the size where I must duplicate most of the

books to which reference is made, and this, unfortunately, comes at a time when the appropriation for my department has been reduced by the library committee 50%. The reduction was the result of my own proposal, so I am in no way complaining, but I find it extremely difficult to get the results I wish from the class and shall continue to do so until I am able to duplicate the books to which I refer them.

In the class on Book Illustration, still another difficulty arises. The class numbered last year more than thirty-five and with this number of students, it was extremely difficult to give the proper drill in the identification of pictures, which is the foundation of the work of the course. The passing of the pictures in the class for drill in quick identification, I shall probably be obliged hereafter to omit. This I regret because it is just the way by which I ascertain that the students really have grasped the distinction between the different kinds of pictures. The reports which are handed in on pictures examined outside the class hour may easily reflect the opinion of some other person than the writer.

Thus you see the problems that confront the department are problems arising from the large growth of interest in the subjects.

May I also add that I find it more and more difficult to find the time to give to this teaching, and, while I thoroughly enjoy it, I think the time may eventually come when I shall be compelled to choose between it and the proper doing of the library work, which is my primary business.

Professor Sherman, in the absence of Professor C. H. A. Wager, submits a very full report concerning the work of the *English Department*, a portion of which I quote:

I submit the following annual report as Associate Professor of English. Because of Professor Wager's absence the report is more detailed than would otherwise be desirable.

The year has seen decided increase of departmental strength and efficiency. The extra instructors, so sorely needed, have enabled us to care for the required work with thoroughness and sincerity. Attention to individual students has been made possible, and the teaching has been practical in the extreme. With the present force we should hold our own comfortably unless the attendance develops unexpectedly.

While well equipped with instructors, we are literally cramping and dwarfing our *potential* efficiency by the necessity of combining literature and composition. We should have a Professor of English Composition—a trained man, who would give his undivided attention to this important instruction. In the absence of such a man from our faculty, we are really far behind our sister institutions.

Three of our staff resigned last June—Miss Durand, to study in the University of Chicago; Mr. Percival, to accept an instructorship in English Composition in the University of Minnesota at a salary of \$1200; and Mr. Harrington, to assume the care of an invalid mother. In their places come Miss Esther Ward, Mr. W. S. Ament, and Mr. E. A. Aldrich. Miss Ward, who has been teaching in the high school at Massillon, is an experienced and very successful teacher. She has been studying during the summer at the University of Chicago. Mr. Ament is, naturally, wholly untried, but from my conferences with him in August I feel sure he will do good work with the Freshmen. Mr. Aldrich graduated from Harvard in June. He has not taught but his letters have been most promising.

During Mr. Wager's sabbatical year, Mr. Jelliffe will give the Elizabethan Drama, Miss Belden will teach the Theory of Poetry (she has had special preparation for this under Dr. Cook, at Yale), while I shall conduct the Seminar. This leaves *one only* of Mr. Wager's *regular* courses uncared for—Victorian Prose. Miss Ward will offer work in the Victorian Poets (given by Mr. Harrington), and Mr. Aldrich will take over Mr. Percival's study of the eighteenth century.

Never has pressure for recitation rooms been so heavy. My "suggestion" is offered most inopportunistically! But it is offered. The effectiveness of our department could be increased one third by the securing of a small room for departmental headquarters, *where our instructors could meet students for personal help*. Last year I kept a record of my own work along this line. During the actual teaching time, in Peters Hall alone, outside of regular and scheduled hours, I held 651 consultations with individual students (counting, of course, appointments with the same student as separate consultations), regarding papers, lectures, reading, methods of study, etc. Frequently I did not leave Peters Hall until after five o'clock, being swept out of one room and into another by an earnest, if not wholly courteous, janitorial force, until I was deprived of a

place to have a few moments of quiet, uninterrupted conversation with my student. The "Faculty Room," the stairs in Peters Court, the bench in the upper hall, window seats, and all were used! The nature of our work demands unusual contact between teacher and student. With a central location (however small), to call our own, where we could file papers, test books, etc., where we might, (if, as *individuals*, we chose to do so), *keep regular office hours*, the college would get at least one-third more *practical service* on the salaries it pays. This is merely "a suggestion."

For the *Department of Oratory*, Professor W. G. Caskey reports:

From year to year there is so little change in the conduct of my work that I have nothing out of the ordinary to report. The work has gone forward with a good deal of interest on my own part, and a reasonable manifestation of appreciation on the part of the students.

I want to repeat my conviction, expressed in years past, that it seems to me that the college should arrange to allow me to devote all of my time to college work. I should regret losing the Seminary Class of men, but there is so much to be done in the college that I could spend all of my time there with profit to the department. It is my belief that the elementary courses are the most important to college students, and there ought to be opportunity to repeat these courses in the second semester. This will be seen to be impossible when it is remembered that in addition to the ten hours of class-room work done in the college (which commands two-thirds of my time), I do an unreckoned lot of work with the students in debate, oratory and other speaking and writing interests. You will understand that I am not at all desirous of being released from the Seminary work, but am anxious to take better care of the college opportunity. In the introductory work this semester, I have over sixty-five students, too many for two divisions, but more divisions are impossible with my present burden. I should like to give the work in the second semester, not only to reach more with it, but also to distribute it for convenience of handling.

The President is doubtless informed of our inter-collegiate record for the past year. The contest in Oratory took place at Minneapolis and our representative was Lee Buck. Mr. Buck was undoubtedly the

most effective speaker at the Home Contest, but the judges looked past (as they were justified in doing), some material that would have developed more satisfactorily. However, our delegates to the contest reported that Mr. Buck did credit to the college and to himself. It was reported that in point of presence and delivery he was equaled by none. I was prevented from attending the contest by reason of illness in the family.

The Debate series of the year was of unusual interest. In spite, however, of the great desire of the team that went to Delaware to win from Wesleyan on her own floor, the best they could do was to break the decision.

The home debate with Reserve was won unanimously by our team. This was the only debate of the round that was unanimously won, which seemed to give Oberlin the lead. Each of the opponents had a victory, but a divided decision.

There are elements of value in our debate that only one who is daily associated with the work can appreciate. A group of men associated in a common interest get very close together. A fraternal feeling results that is good for a young man to experience. It is pleasing to note the skill with which men on the teams handle one who is just in need of knowing how to work with others toward a desired end. Each team now assumes the training of two or more under-class men. These men are assigned to work upon the question, and are taken into the councils of the debaters in such a way as to reveal to them the method by which a debate is worked up. This is not only good for the lower-class man, but is a valuable experience for the debater himself.

Professor Mosher, for the *Department of German Language and Literature*, submits an exceedingly interesting report, from which I take the following:

The year 1909-10 has been notable in the work of the German Department, in that more students have pursued the study of German than ever before, the increase being somewhat larger than the increase of total enrolment would warrant. The teaching force has likewise been augmented by the appointment of a second instructor. From the standpoint of the Department, such growth may not be considered to be a cause for congratulation, because there has not been a corresponding growth, as far as courses are concerned, in the

strictly collegiate work of the Department. As has been stated in a former report, the elementary study of German—covering the first two or three years—belongs properly in the curriculum of the secondary school. Accordingly progress can hardly be claimed for the Department as a whole, when the major part of the time and strength of the teaching force is devoted to elementary instruction. This particularly is the case when there is such pronounced need of two intermediary courses between third and fourth years. Should such courses ultimately be offered, it would make the advanced work much more efficacious, because a natural selection would take place among the well and less well prepared students, thus resulting in a more homogeneous grouping of the students. I am very confident that the number of students electing both the more and less advanced work will warrant the extension of the scope of the study. It is highly unfortunate that we prepare the majority of students simply to use German as a means, without giving them adequate opportunity to derive benefit from the acquired facility. Although two years should suffice for training the student interested in scientific treatises to have a fair command of German as a tool,—special courses should be arranged for the purpose—it requires three years to prepare the average student for the proper appreciation of a work of literature in the foreign idiom. This is in my mind the ultimate purpose of the study of German in this country. Courses should then be offered which form a natural sequence to the third year study. Our advanced work is intended for those who are specializing in the subject. One or two such courses must be given.

In the coming year two or three changes are to be made in the arrangement of the courses. Miss Stueven has given in Wellesley a course dealing with Lessing and the Romantic School. She will repeat this in lieu of the regular Lessing course, which I would otherwise give. On account of this adjustment it will be possible to give in addition to the scheduled work a Teachers' Course—long a desideratum in the German Department—as well as a course dealing with prose composition.

A Faust course has also been announced for this year to be given, however, only in alternate years. It is my purpose to make this a rather popular course, open to such students as have finished the three years of preliminary study, and thus prepared to profit from their technical command of the language. It is considered that no other work will open up to them so com-

prehensively and so intimately the various phases of German life, thought and culture as this Faust. It will be treated accordingly as a human document, and one in which are concentrated those elements that are to be termed specifically German. I hope to make the students taking this course acquainted with the contributions the Germans have made to modern life and also with what may be called their permanent and characteristic aims and ideals. The study of Faust should serve as a fitting culmination to the German "career" of the average, non-specializing student. This course will be conducted in English.

Professor J. R. Wightman furnishes the following report of the *French Department*:

Just before the opening of the college year, the prospects of a largely increased attendance caused an addition to be made to the staff in the modern languages, Miss Elizabeth M. Adams being appointed Instructor in German and French. This enlargement of our teaching force enabled a continuance of the sixth division of Beginning French and the formation of a fourth division of Second year work. During the second semester, however, it was found possible to discontinue the latter of these courses, Miss Adams giving the hours thus left free to additional work in German. With the exception, just mentioned, the teachers in the Romance Department were the same as in the previous year, consisting of Instructor Hamilton, Associate Professor Cowdery and the writer, who taught, respectively sixteen, seventeen and thirteen hours weekly. My own teaching was in Italian and French, the latter consisting of classes in Second Year Reading and Composition, in Third Year Prose Writers and in more advanced courses in The History of French Literature, and in Grammar and Composition. Miss Adams leaving at the close of the year, it was decided by the Department of German to give to one instructor the classes taught by her and Mrs. Swing. By this new arrangement four hours of French were left unprovided for. We were fortunate, however, in finding that Mr. R. P. Jameson, whose studies abroad were about ended, was willing to return to us, even with the requirement of additional hours of teaching. We were glad, at least, that he could be given the well-earned promotion to an Associate Professorship.

The arrangement made for this year can, however, naturally be only temporary, requiring, as it does, re-

spectively nineteen and seventeen hours of teaching from Mr. Jameson and Mr. Cowdery. For the year 1911-12, a new instructor must be appointed, whose work would consist of eight hours teaching taken from the two Associate Professors just named, of the four hour course in Spanish, and of an additional section in either First or Second Year French. All of the courses just named should be formed. Instead of the excessive work they are at present carrying, our Associate Professors should not be teaching more than the usual amount, viz: fourteen or fifteen hours.

In Spanish, the class is this year unusually large. During the past eighteen years, that is, since Spanish and Italian have been on our list of college studies, these two languages have been taught only in alternate years, and as a consequence, many students, who wished to take them, have been unable to do so. The demand for them and the standing of our college are now such as to call for them each year.

As to French, the number of students applying for the Beginning Class was this fall so large that a number had to be refused admission. Next year there may consequently be a call for additional divisions in both First and Second year French.

It is certain, then, that for another year an addition must be made to our teaching force if the work of the department is to be performed and its legitimate needs met.

We were sorry to lose Mr. A. E. Hamilton after his two years of successful work among us. He secured an appointment as Instructor in French in his Alma Mater, the University of Toronto, a position offering both higher remuneration and fewer teaching hours. The fact has become increasingly evident lately that in both of these latter respects we must improve if we would secure and retain competent instructors.

We are glad to welcome back to our teaching force Mr. R. P. Jameson. He comes to us with his old time energy and with his riper scholarship, gained by two years of hard and successful study in Paris and Spain.

Our Department, along with others, is sincerely thankful for assistance granted in the reading and correcting of written tests and exercises. The appointment of a Reader for the above work has lightened considerably the work of the teachers, enabling them to keep in closer touch with their students, and this without too greatly taxing their strength and time.

We are glad that the same practice is to be continued this year. It is especially important and beneficial in the modern languages.

The books in the library bearing upon the Romance Languages have received considerable accessions during the year. We now possess a very respectable working library in French. In Italian and Spanish, however, the stock of books is still woefully small, the yearly library grant being quite insufficient to meet the need of so large a department. Gifts to supply these deficiencies would be much appreciated, as well as to procure at least one leading Review in each of the languages—French, Italian and Spanish. These Reviews, however, important, are rather too expensive to be bought from our slender library appropriations.

The French Circle, in affiliation with the "Alliance Francaise," held its usual weekly meetings during the fall and winter terms, and by its conversational exercises and the French lectures it provided, supplemented and aided the work of the classroom.

Professor Charles N. Cole, for the *Department of Latin*, submits a report from which the following extracts are taken:

The most important event of the year in the Latin department was the return of Dr. Lord, after an absence of two years spent in study in Yale and Berlin. The good effects of his work while away were very evident in the increased effectiveness of his teaching through the year, and will doubtless become more apparent in the years to come. I feel more than ever the wisdom of our action a year ago in promoting him to an associate professorship, and thus insuring his return to us.

One unfortunate result of Dr. Lord's return, however, but one for which he was in no way responsible, was a necessary curtailment in our offerings of elective Latin. The college course in elementary Greek, so successfully given by Dr. Lord in his former term of service, of course came back to his charge upon his return, making it impossible for him to teach as much Latin as Mr. Fairchild had done. The necessary rearrangement in Latin was effected by my taking one of the Freshman sections that would naturally have fallen to Dr. Lord, balancing in part the extra load by omitting for the year the most advanced two-hour elective reading course that I had previously offered. My teaching for the year thus amounted to fifteen hours—eight of Freshman Latin, a two-hour elective reading

course, a two-hour prose composition course (replaced in the second semester by a two-hour course in Roman archæology), the two-hour teachers' training course, and the one-hour reading club for teachers; Dr. Lord's teaching included, besides the five-hour Greek class, eleven hours of Latin—two sections of Freshmen and a three-hour elective. I should mention here, also, the two hours for conference that I gave each week to the Freshmen. The work of both of us was somewhat heavier than is now usual in the college, and yet we were unable either to give as much of the usual work as we wished, or to offer certain new lines of study, the importance of which has been sufficiently emphasized in former reports. I wish, therefore, to raise with more than usual seriousness in the coming year the question whether the time has not come to increase the classical staff of the college.

The number of students electing courses in the department was practically the same as for several years past, except in the Freshman classes. In those classes there has been a sharp falling-off in the past two years, principally, I think, because of the recent widening of the range of semi-electives open to Freshmen. That matter is coming to be one of crucial importance to this department. We have never had any difficulty in holding a gratifyingly large proportion of those who take Freshman Latin for later work in the department. It has, indeed, often been necessary, in order to prevent overcrowding of the advanced classes, to close them before registration was completed. It is clear, however, that unless we can continue to have an opportunity to come in contact with a considerable number of Freshmen the size and importance of the department must before long be decidedly diminished. This prospect has its bearing, of course, upon the question of additional teaching force raised above; but it is also true, I think, that one of the important phases of the general problem of revising the requirements for graduation is the effect that changes in those requirements are likely to have upon the fortunes of various studies. The solution of that problem will necessarily involve a new appraisal of studies, and some consideration of the place to be occupied by the less popular of them in the elections at least of Freshmen.

The situation of the Latin department, then, to put it briefly, is this: its opportunity to reach and influence Freshmen is at present considerably reduced;

its ability to offer even reading courses for the upper-classmen now interested is inadequate, while desirable lines of work for students who know little or no Latin cannot be offered at all; the work of both teachers is somewhat too heavy, while that of the head of the department remains, as it has been shown in previous reports to be, too diversified in range and character for the best results. With all this, the future of the work begins to be somewhat uncertain in view of the growing tendency to enlarge the range of studies open to Freshmen. The situation clearly needs careful study, with reference both to the department itself and to its relations to the work of the entire institution.

For the *Department of Greek and Greek Archaeology* Professor Charles B. Martin reports as follows:

In the Department of Greek I have to report for the last year two strong classes in elective Greek and a class in Freshman Greek which was less than half as large as any up to this time. It is thought in some quarters that there is in the country at large a juster appreciation of what is Greek; however this may be, the feeling is not reflected in the minds of the undergraduate students. One recommendation of former years I should like to repeat, the great need in all departments of lectureships to be filled by scholarly and popular incumbents. The department of Greek and Latin is giving this year one year course and one semester course in Greek history, and next year purposes to offer a year course in Roman history. It would seem only fair that there should be some means of meeting the expense for the necessary library books for these courses other than from the department's appropriation.

In the department of Greek Archæology I have two recommendations to make. The first is that there should be a regular appropriation for the purchase of apparatus. The second: that so long as an art building is not in sight there should be an additional lecture room and additional facilities for taking care of the apparatus. At present for the Classical Archæology there is one lecture room for a part of the time. For the apparatus there is the space that may be utilized in this room and a small room adjoining. Here 4,000 slides, about an equal number of photographs, casts, books, etc., have to be kept.

Associate Professor Lord adds:

After two years' absence, spent in study at the Universities of Yale and Berlin, I was very glad to

return to my work of teaching. I think that, perhaps, these two years of absence enable me to see the situation here more clearly.

1) *The situation in Greek:*

I do not think the "case of Greek" is hopeless. I have never thought so. But I believe strongly that the emphasis must be shifted from the Greek Language to the Greek Literature. To secure this end there should be courses given in the "Greek Literature in English" and in Greek History. The fact that a course in the latter subject offered this year is elected by about sixty students is proof of the fact that the interest in Greece is by no means dead. I think, moreover, that the number of students studying the Greek Language would be increased if the real attractiveness and the real importance of the subject could be presented to them. I feel that many students avoid this because the language has become a byword, the mere mention of which suggests to them something desiccated. The courses in Greek History and in Greek Literature should do much to dispel this delusion. In my opinion much, also, could be done by the presentation of Greek plays. As the case now stands the beginning course which I teach has about the same number of elections as it had four years ago. A larger proportion of the students, however, are from the Seminary.

2) *The situation in Latin:*

In the last three years there has been a falling off in the number of Freshmen electing Latin. This has been due largely to the fact that fewer Freshmen present the full four years of preparatory Latin and to the fact that the requirements in science election placed an undue premium on the election of science in the Freshman year (i. e. A Freshman electing science was excused from electing a science in the Sophomore year). The Latin Department has, I believe, been very successful in retaining students in the elective courses who have had the Freshman work but we must look forward to a decreased election if the number taking Latin in the Freshman year continues to decrease. I am glad to note that this year the number of students in Freshman Latin has increased and the proportion of this number to the entire enrolment in the Freshman class is considerably greater than last fall.

Recommendations:

I feel very strongly that it is the function of the college to give to the student an insight into the

great cultural subjects which have been, I think, not duly emphasized of late years. And I feel that among these subjects the classics are second to none. With our present force it is utterly impossible to cover the field that has fallen to us. We must not only cover the regular ground of instruction in Latin and Greek but if we are to make the classics count for what they should in the life of the college we should give such courses as I have indicated. I, therefore, most earnestly hope that it will be possible to appoint another instructor in the department next year. I think this should be postponed no longer for the present is a critical time. With the revision of the course we must either hope to widen our number of electives or decide to appeal to a few students only who are interested in the technique of the ancient languages.

Professor Edward Dickinson reports for the work in *Musical History and Musical Appreciation* as follows:

I am gradually working out a system which, it seems to me, is based on scientific principles, shaped and adjusted in conformity both to the laws of art and to the needs and present mental capacities of my pupils.

My guidance, as well as inspiration, is drawn from the conviction that music, like all the members of the art sisterhood, finds its justification not only as a means of immediate pleasure of a refined order, but still more as a contribution to the permanent riches of the inward life. This warrant is found not only in individual experience, but also in history and in the seriousness with which music is regarded as a means of culture wherever civilization advances. I try to show my students how the aesthetic satisfactions afforded by music may be made complete, mentally invigorating and permanent. I am intent on making the results of my course merge with the results of culture and discipline which you and the faculty as a whole are trying to achieve.

Miss Eva M. Oakes, Associate Professor of *Drawing and Painting*, submits a report concerning the courses in drawing and painting from which the following extracts are taken:

The enrolment of students in the courses of drawing and painting was as follows:

	Men	Women	Total
College	19	60	79
Kindergarten Training School		56	56
Conservatory		11	11
Art		24	24
Total			170

The total number shows a gain of fifteen over the preceding year, and although the gain was very gratifying, the increase in numbers made it exceedingly difficult to give the student the individual instruction needed.

The annual exhibition was unusually good, and was well attended.

Last year the department brought to the institution four hundred dollars more than was paid me in salary, so that it was more than self-supporting. My work included the regular twenty-five hours, a weekly evening sketch class of two hours, and two hours for the Kindergarten Teachers Course, making a total of twenty-nine hours of teaching weekly.

The department is more than ever in need of larger quarters. It happened frequently that the rooms were too crowded for the best work and even for comfort.

It is a great relief to report that the greatest need of the department, an additional instructor, has been met. We are very fortunate to secure the services of Miss Ellen Guthrie, a former student during two years, and who has since studied three years in the Cincinnati Art Academy, where she received honors, and during the same time at the University of Cincinnati where she completed a normal course for teacher of public school drawing.

Up to this time the lack of assistance and the large number of students made it impossible to offer new courses for which there has been an increasing demand.

The department is now in a position to offer a complete course for teachers in public school drawing. This will cover much the same work as is given in the art schools, and its connection with the college will offer many advantages which they do not have. It is my hope that when the course becomes well established, the college will give to the student who has fulfilled the college entrance requirements, and who

has satisfactorily completed the two years of prescribed work, a certificate similar to that given in the Conservatory. The department looks forward to decided gains this coming year.

Here may be added, as the most appropriate place, the following report from Professor Charles B. Martin, Chairman of the Committee on Art Interests, concerning the work of the *Olney Art Gallery* for the past year:

As chairman of the Committee on Art Interests, I have two things to report which are of interest. One is the completion of the appraisement of the Olney Collection by the valuation of the jewels. Dr. George F. Kunz, of New York City, who is perhaps better qualified for such a task than any one in the United States, appraised the jewels, the precious and semi-precious stones. For this service Dr. Kunz would accept only his travelling expenses from New York to Oberlin and return. The thanks of the College are due him.

There has been printed an eight page guide to the Collection. This has abundantly demonstrated its value. Copies are at the disposal of visitors. Any who desire may purchase copies at five cents each.

There are two suggestions that I should like to make with a view to the usefulness of an Art Building and the acquisition of material for an Art Museum. There are now ten thousand dollars which by the term of Mr. Olney's gift were designated by him for the maintenance of the Olney Collection. There are fifteen thousand dollars which have been given for an Art Building. The first suggestion is that the expense of the maintenance of the Olney Collection above the amount derived from the income of the ten thousand dollars be borne by the University Budget, and that the income from the fifteen thousand dollars be added to the principal and allowed to accumulate, or that the income be spent now from year to year upon works of art.

A second suggestion is that the plans for an Art Building include provision for a structure which shall be fire-proof but simple and shall cost not more than thirty thousand dollars. That instead of a building costing eighty or ninety thousand dollars, as has sometimes been suggested, the income from remaining fifty or sixty thousand dollars be devoted to the purchase of works of art.

It is futile to look to any growing interest in art without some provision for addition to what we already have. Gifts may be expected and will be welcomed; but nothing can take the place of an assured income for the purchase of works of art. Prices of such works have advanced in some cases five-fold within a few years. With the multiplication of museums, and the acute competition that prevails, it will in a few years be impossible for the small museums to secure objects of art of any considerable value. There can be little doubt that five hundred dollars a year now will go further than several times that sum a few years hence.

If there should be a difference of opinion as to the practicability of a scheme involving the acquisition of originals, there can scarcely be any such difference as to the desirability of a large collection of reproductions. For a college one may hardly overestimate the value of such a collection, consisting of casts, reproductions of coins and gems, photographs and colored reproductions. Such a collection would be supplemented by a large art library. In this direction Oberlin College has made a considerable beginning and would have, in this part of the country, the field to itself.

The time may come in the United States when no one will be graduated from college without some knowledge of the fine arts. We may confidently expect that, possibly in the not distant future, the fine arts will assume a position of respect and importance that they have not hitherto held.

To this may be added the following from the report of Mrs. Mary H. Wright, the *custodian* of the collection:

The work of caring for the Olney Art Collection has been much the same during the last year as in the preceding year. The number of visitors was not quite so large, yet nearly five thousand persons have enjoyed the collection. Various organizations have visited it. The Sorosis Club came in a body on a special day. One afternoon was given to Miss Montgomery's Senior class of the Kindergarten Training School. By request the custodian gave a short talk concerning some of the art objects, and all present were invited to ask questions.

During his Sabbatical year, Professor Grover made special inquiries concerning certain paintings owned by the college, and

the result of this research is submitted here in order that the same may be put on record and made permanently accessible:

My art studies of the year furnish some results which may be of interest to you and of value to the college. I will mention first my visit to Herr Gabriel Ritter von Max, Königlicher Professor and Kunstnaler, at his studio in Munich. Professor von Max is the painter of "The Anatomist" in the Oberlin College collection. I was anxious to learn the history of the painting, and the artist's purpose in painting it. I found Herr von Max an elderly man in very poor health, but yet actively engaged in painting, and with a half finished canvas on his easel. He was much interested in the present location of our painting, and he gave me a short statement of the motives underlying practically all of his work, and of his purpose in painting this particular subject. For many years he has been deeply interested in spiritualism, and it has been his chief aim to portray in his art the spiritual element in life, as distinct from the merely psychological. The material for this he has found in the introspective faces of nuns, in the devoted nurses of the great hospitals, and in all self sacrifice and devotion to duty which brings great spiritual insight. In so far as his art does not teach the fundamental spiritual meaning of life, he feels that it has failed of its purpose.

The picture we have was painted, as nearly as he could remember, in 1868 and 1869. It is signed G. Max, 1869. It was painted under the immediate inspiration of his interest in Darwinism, especially as expounded by Huxley, for the new theory of evolution and the origin of man, brought insistently home to Gabriel v. Max and afresh the question: "The Spirit of Man, whence comes it, whither goes it?" While he was brooding over this problem, an unknown girl was drowned in the Isar, and her body was taken to a medical school in Munich. It was summer, and the students were away. Gabriel v. Max obtained permission from the janitor to paint the corpse, and so the picture came into existence. The doctor is not a portrait, only a reconstruction or idealization. He is portrayed as studying in perplexity the question "The Spirit, whence came it, whither has it gone?" There is no attempt at solution. The moth and the three skulls in a series through the gorilla to man serve only to make the question more insistent. The present title, "The Anatomist" was not given by

Gabriel von Max, and does not express the meaning of the painting. He suggests using merely the words "Whence? Whither?" (or "Wohin? Woher?")

The picture was painted with oil colors alone, without the use of tempera or "Harzfarbe," i. e., colors with a resinous or varnish base. Since then he has ceased using oil colors entirely, employing instead a tempera fixative on the canvas at first, upon which he paints with resin colors, using a wax varnish for finishing.

The painting was placed in the hands of Wimmer & Co., Art Dealers, 3 Briennerstrasse, Munich, in November, 1868, and was sold by them on the 11th of March, 1870, to Hon. Demas Barnes of Brooklyn, New York, for 2800 florins, or \$1,190, according to their records. The picture was in the possession of Mr. Barnes' family until the time of its gift to Oberlin College, by his daughter, Miss Kora F. Barnes, in May, 1907. Herr von Max also painted a small replica of this (about 150 x 100cm) in 1887 for Herr Laroche-Ringwald of Basel, Switzerland. It was sold through Wimmer & Co. for 7,000 marks, or \$1,750.

A second painting of interest in the possession of the college is the copy of Raphael's "Madonna with the Veil" which hangs in the parlor of Talcott Hall. The original painting by Raphael was lost and has undoubtedly been destroyed. The existing copies are few. After a rather careful search I have been able to find only four, our own copy and copies belonging to the Louvre, to the Conde Museum at Chantilly, near Paris, and to the Naples Museum.

The Louvre copy is called "The Virgin of the House of Loreto." The Louvre catalogue states that the original was painted by Raphael for the house of Loreto, whence the title. It states that according to J. Sandrood the original was seen by him in 1575 in the church of Santa Maria del Popolo in Rome. It is said to have been given in 1717 to the chapel of Notre Dame de Lorette by a woman named Geronimo Lottorio. Since that time nothing definite is known of it. The Louvre copy is painted on wood, and is in a sad state of disrepair. It is not on exhibition, but is kept in the storerooms.

I did not see the Chantilly picture, but the Curator of Paintings at the Louvre tells me that it is not an especially good copy. The picture in the Naples Museum is far the finest of the four copies. Its coloring is rich, with great depth and luminosity. It is

painted on wood, and is attributed as a copy to the school of Polidoro de Carravaggio. If the attribution is correct, it must have been painted soon after Raphael's death, as Polidoro lived from 1495 to 1543.

Our own copy is a satisfactory work, though not so beautiful nor technically so interesting as the Naples picture. Mrs. A. A. F. Johnston told me that it was purchased at an auction sale in Boston by Rev. Frederick B. Allen, about 1878, for thirty dollars. He gave it, I believe, to the college. It is worthy, I think, of more regard and care than is given it at present.

I spent considerable time in attempting to trace the history and confirm the attributions of a number of our other paintings, but without definite results, although I obtained some clues that may prove valuable. I studied with care the various European collections that I visited, with reference to any possible light they might shed upon the probable origin and value of similar art objects in the Olney Collection. In a number of instances I secured information which I hope to record later.

While in Germany and France I tried to obtain further information in regard to John Frederick Oberlin's seal. The results were negative. I learned, however, that there is no seal of John Frederick Oberlin in the seal collections of the Bayerischen Nationalmuseum, Munich, of the Bezirks Archiv des Unter-Elsass, Strassburg, or of the Elsassischen Museum, Strassburg. These are three of the largest seal collections in Germany. Later I had a correspondence with F. Andreae, of Arlsheim near Basel, Switzerland, a descendant of J. F. Oberlin. Herr Andreae states that his family "never has possessed the seal of J. F. Oberlin. We have not even an impression of the seal. I suppose that his family had one before the French Revolution, but that during that time the seal has been destroyed by the family itself." He suggests that the family may have had a coat of arms, "Wappen", but although he has sought information about it several times, his inquiries have not been successful. The family has deposited its souvenirs of J. F. Oberlin in the Elsassischen Museum, Strassburg, where they are to remain permanently. Neither seal nor arms, however, is among them. The letters concerning this matter are on file in the Library.

Mathematics and the Sciences.

For the *Department of Mathematics*, Professor Frederick Anderegg reports:

There have been some marked gains in the quality of the work done in the Department of Mathematics in the last year. The employment of two instructors a year ago has made it possible to limit the number of students to thirty in the freshman sections, of which there are now sixteen. In the second semester last year it was possible to limit the number in each section to twenty-five. The percentage of failure is, I think, considerably smaller with the smaller sections. I had twenty-five Freshmen in Analytic Geometry, twenty-four of whom passed creditably. The twenty-fifth, who on account of sickness was absent from a number of recitations and from the final examination, left the work unfinished.

The arrangement which we now have of giving the Solid Geometry and Advanced Algebra in college classes, instead of academy classes, to freshman who are conditioned in those subjects, is much more satisfactory to the students than the former arrangement.

We are constantly trying to enrich our courses by using the best available text books, and by improving our methods of teaching, so that the students may get the best possible working knowledge of the science. Our greatest drawback at present is the insufficient black-board space in some class rooms.

To this report, Associate Professor Cairns adds the following:

With the increase in the number of sections of the courses in mathematics, we have been able to give better instruction in these courses and to pay more attention to the needs of the individual students, the able as well as the poor students.

It has been a special pleasure to me to be able to institute a training course for prospective teachers of mathematics. In the course of a number of years one accumulates a good number of well-defined notions concerning the teaching of his particular subject, and it is only just that in each department of study opportunity may be afforded to students to work along this line, so far at least as concerns the general principles underlying the teaching of such subjects. It is possible in this way to establish in the minds of students the proper balance between the various branches of one's line of work, as well as between those and allied

studies. In the summer session of 1910, I gave this course for the first time (albeit in abbreviated form) to a class of five, three of whom were graduate students, the other two being Seniors. The class this fall numbers nine Seniors and Juniors, almost all of whom have had the calculus with Professor Anderegg, in addition to the courses in Freshman mathematics, so that there is a fine opportunity to aid in the preparation of these students for efficient teaching. Additions in the last two or three years to the list of mathematical books and journals in Carnegie Library, together with others which I hope to be able to get soon, will give us a good working library for this purpose.

The two engineering courses conducted by Mr. Carr and myself continue to hold each about fifteen or seventeen men each year. These are affording the young men a form of training which is proving to be of sound practical value, as is evidenced by the fact that this work is being accepted in full by even the foremost engineering schools; further by the fact that a number each year find themselves prepared by reason of this training to fill positions during the vacation or permanently. There still exists the demand, stronger rather than in any degree diminished, that we offer advanced courses in surveying and in machine drawing. We strongly urge that provision may be made soon both in the arrangement of our teaching schedules and in regard to the expense incidental to the purchase of the necessary apparatus, so that it may be possible to give a course in railroad and topographic surveying, and a second course in machine drawing.

For the *Department of Chemistry*, the following report is furnished by Professor F. F. Jewett:

The chemical department has enjoyed a very successful year, as far as the results of the teaching could be ascertained. The classes were very large, too large in fact for the number of teachers employed in instructing them. It was hoped that we might test the plan I have long had in mind, that of dividing the large class of over 200 beginners in the science into subdivisions of not more than 35 students in each, for recitation purposes. By this plan every student would be called upon to recite at least once a week, and, expecting to be called upon, would study his lesson more thoroughly than he would otherwise do. This plan, however, was not put into practice for lack of

a sufficiently large teaching force. It is hoped that with the strengthening of our force for the coming year, this plan may yet be inaugurated. There has been but little time and strength for pursuing original work by the department. A work of some scientific interest will, however, be taken up by this department in co-operation with the department of botany the coming year.

In the absence of suitable cases for the mineral collections, the room in which this collection has been kept will be fitted up for a recitation room for next year's uses. It is very much regretted that our collection of minerals is in such poor condition. Only the expenditure of a few hundred dollars will make it conveniently available for instruction purposes.

I feel that the appointment of Mr. W. H. Chapin as associate professor is a wise one. There is still need of a good laboratory assistant who can take charge of a portion of the heavy laboratory work and relieve me of some of the labor which I am now carrying. I am now having six lectures a week for which I make all of the preparation, and 15 hours a week for which I make part of the preparation.

There is one matter that should be carefully considered by the committee on course. It is the science studies of the Freshman year. These have not yet been satisfactorily arranged. Very many of the Freshmen take the subject of chemistry, who very much prefer some other science during their first college year. They are, however, for one cause or another, excluded from the classes of teachers of science.

Professor S. R. Williams submits the following from the *Department of Physics*:

In reviewing the past year I feel that there has been a number of decided gains in the organization of our work in Physics.

Making the five hour General Physics course of one year extend over two years with five hours for the first and four hours for the second year has been most satisfactory. The increase in the number of students taking Physics has indicated this to a certain degree. By this arrangement we can cover more of the subject, and attempt to give a thoroughly dignified course in General Physics.

Along with the improvement in the class room work has gone the material gains in the laboratory. We are getting more room so that the work can be con-

served from one year to another. The addition of Phi Delta's room as an optical laboratory will fill a long felt want. A new three meter Photometer bench with Lummer-Brodhun screen is one of the large additions we have made this year to the work in optics.

Now that permanency of policy in the department is more assured, I wish to emphasize the need of a Physics Laboratory building. At the Alumni meeting last June was heard the remark that every other profession except engineering had splendid opportunities for preliminary courses in Oberlin College. I wish to call attention to the fact that if our Physics department, in its equipment, was on a par with the other sciences in the college, prospective engineers would be more adequately provided for. It seems to me like building a house without a foundation to attempt engineering work in our college before the mechanical engineers have had mechanics, the electrical engineers, electricity and magnetism, the hydraulic engineers, hydrodynamics, and steam engineers, thermodynamics, all of which come in our department. To provide the foundational work we must have more laboratory room and equipment and a larger teaching force.

It is very gratifying that the department is to have Mr. Moore as an Associate this coming year. It will give more time for the class room, particularly for the demonstration work which is so important in science. As far as our appropriations go, I wish in the next few years to build up our equipment for demonstration in the class room. At present we have no lantern slides. Seventy-five dollars would make a splendid beginning in this line. In all of the various subjects of physics, viz., mechanics, sound, heat, light, electricity and magnetism, we need demonstration apparatus.

Professor E. B. Branson, whose resignation to accept a professorship in the University of Missouri was received during the summer with very great regret on our part, reports for the *Department of Geology* as follows:

The work of the Geological Department was carried on during 1909-1910 much as it had been the year before. Mr. Fath and Mr. Wilson, two graduate students, assisted efficiently in the laboratories. All of the courses scheduled in the catalog were given and thirteen hours in addition were elected by graduate students. Without the graduate work, the teaching was

too heavy for one man, and it seems to me that next year another well trained man should be added to the teaching force. If the new man should be appointed in Economic Geology and Petrology, he could also take over Mineralogy, thus relieving the Chemistry department to some extent and bringing Mineralogy where it naturally belongs.

Money for equipment is much needed.

If the summer field course is continued the teacher should receive more salary. Two hundred dollars, the salary that I received, is little more than sufficient to pay one's field expenses.

Professor Westgate, of Ohio Wesleyan, conducted the 1910 field course in a highly satisfactory way. Thirteen men from five colleges elected the work.

Dr. Scott, of Cleveland, presented the Museum with a valuable collection of rocks and ores from Cobalt, Ontario. Mr. H. E. Wilson and I worked on fossils collected from the Virginia area where the summer field class does its work. Owing to lack of funds no systematic work has been done in the Museum during the year.

From Professor M. M. Metcalf's report for the *Department of Zoology* the following extract is taken:

We have added to our department equipment a dark room for photographic work which has proved of service to us and also of some use to the Departments of Botany and Geology; we have employed a skilled photographer and taxidermist who has worked upon the museum, made charts illustrating the subjects in our regular courses, and has done considerable microphotography; we have purchased four new microscopes and have just ordered one hundred and fifty dollars worth of models and mounted dissections not for the museum, but for use in our courses. Aside from these things, I can report only a normal comfortable year's work with the students; two classes, those in Invertebrate Zoology and in Cytology and Embryology, being, however, exceptionally fine—the best I have known in my teaching, and such as I do not expect we will have again. Naturally with such classes the year has been one of much pleasure for the instructors.

This may be supplemented by the following, from Associate Professor Robert A. Budington:

The Biological Club (which was organized last year and which includes all instructors in departments of Botany, Geology, Physiology, Psychology and Zoology)

has held its meetings every other Wednesday evening from October 15th to June 1st. The papers presented and discussions have been a very distinct stimulus and a source of information to all concerned. Alternating with the above, on Wednesday evenings, the students of the department have met for informal discussions of selected topics; one of these meetings the past year was addressed by Professor Stephen R. Williams (Oberlin, '92) of Miami University, on "The Origin of Insects."

Especial note should be made of the three lectures on "Eugenics" given in Sturges Hall in May, by Professor William E. Kellicott, of Goucher College, Baltimore. These were a scholarly presentation of one of the most recently developed as well as practical phases of biological investigation, and deserved an even larger attendance than they were accorded.

In the line of increasing our usefulness to students, I feel that at least one new course should be added to those we offer. While the variety of living things is infinite, it is, of course, a fact that the most numerous examples, and most important economically, inland, belong to the Insect group. I would not make out a course which would narrow down to the antiquated presentation of Entomology which obtains in many institutions; but I do think the group could be approached from the standpoint of the large group Arthropoda, and make the study of insects stand out in its larger relation to problems of variation, adaption, complicated life-histories, and evolution, as well as dealing with its economic aspects. I believe there are good reasons for offering this course almost immediately.

In the absence during the year of Professor F. O. Grover, the report for the *Department of Botany* is presented by Dr. Susan P. Nichols, the Instructor in charge:

Owing to Professor Grover's absence abroad last year the Department of Botany offered only two courses each semester. The course in General Botany had twenty-eight registered. The number of students was limited to the number of microscopes available. There was also a course in Methods in Plant Cytology and Laboratory Technique, intended for students desiring to teach or continue the study of Botany. Eight registered in this course.

The course in General Botany was continued the second semester, and also a course in Elementary Botany was offered. The registration in this course

was much larger than expected, the class numbering twenty, which was nearly twice the registration of the previous year. It proved impossible to obtain the best results in a class of this size with the apparatus in the laboratory, and therefore it was necessary to change the character of the work somewhat. This I especially regretted, since this is the only course in which the students gain some knowledge of the processes connected with plant life by means of experiments. Yet the students gain comparatively little from this work unless the experiments are performed individually or in small groups. As there was not sufficient apparatus for this, in a class of this size, it was necessary to omit many experiments and substitute other work. I feel very strongly that this is an unfortunate change for the student, and that another year it would be preferable to limit the class to a smaller number if it is impossible to increase the apparatus. It seems unfortunate to limit an elementary course to so few, yet it is impossible for the Department to meet the increasing demand for new apparatus without assistance from the College.

Throughout the year there was one Graduate student, Miss Ruso, in the Department. The research problem which she completed for her Master's Thesis contained some features of unusual interest.

To this may be added the following taken from the report of Professor F. O. Grover, the Head of the Department:

As last year was my Sabbatical year, I spent it in travel and study in Europe. It was in every way a most profitable and interesting year, and I return to Oberlin and my work greatly refreshed, and with new vigor and enthusiasm.

I will outline briefly the events of the year, and some of its results.

My time was divided between two summers of travel and a winter of study at various university centers in Germany. In the travel, I had two purposes in mind, beside that of obtaining a much needed rest. These purposes were, first, to make a general survey of the plant geography of certain countries, studying especially the distribution of plant groups with reference to altitude, climatic factors, and soil conditions, and, second, to visit such botanical gardens, scientific museums, and art structures and collections as my time would permit.

Our party, which included my sisters and Dr. MacLennan, sailed from Montreal on July 1, 1909, for Glasgow, and the summer was spent in Holland, England, Scotland and Belgium.

Of especial interest scientifically were floristic observations in the Trossachs of Scotland, the Lake Country of England, and the Polders of Holland, and visits to the botanical collections and gardens in London, Oxford, and Brussels. Two days were spent in visiting the State Horticultural School at Aalsmeer, Holland, and in inspecting the nurseries of Yew and Box trees situated there, which are the largest nurseries of the kind in the world.

Berlin was our headquarters for the winter. I attended botanical and art lectures at the University, and studied carefully the methods of laboratory teaching in the University, and in the Hochschule and the Höhererschule of the city. I also examined the equipment of some of the new botanical installations, especially of the new state biological experiment station, and the new botanical museum and gardens at Dahlem, which next to the Kew gardens of London are the finest and most extensive in Europe. Some days were also given to a small piece of work in the Herbarium at Dahlem, upon some South African plants of the Oberlin College collection.

By far the most of my time, however, was given to the study of German, especially to reading some important botanical works not yet translated.

In Leipzig and Munich I examined the equipment of the botanical institutes and gardens of the universities, attended lectures in Botany by Professor Pfeffer and Professor Goebel, and studied their laboratory equipments and methods of laboratory teaching.

I was especially pleased to have the opportunity of comparing our American Laboratory methods of teaching elementary botany with those in vogue at the three great universities of Berlin, Leipzig, and Munich. In the first place, I was interested to find that the first year course in Botany in the German universities can be strictly denominated "Elementary Botany." It is very similar to the year course, Botany I and II, offered by me, which is open to all under-graduates, including Freshmen. In two cases the same textbook was being used which I have used in translation.

I was somewhat surprised to find that the students in these courses seemed to show no higher degree of scientific preparation for their work than our own

Freshmen exhibit. And so far as I could judge from the student drawings and other laboratory results, their ability to handle their materials and their power of accurate observation and deduction is no greater than that of our first year students. Careless methods of work which would not be tolerated at Oberlin were prevalent in the elementary laboratories of all three universities, and in general I felt that the problem of laboratory teaching has not yet been considered as worthy of much thought.

It was frankly stated to me by a university instructor that their ideal is not so much to develop the many as to sift out the few pre-eminent ones, and that the university training is conceived to be mentally and morally a strict Darwinian struggle for existence and survival of the fittest. While this is confessedly brutal, and while it involves a waste of much valuable human material, the results from the standpoint of investigation and leadership seemed to this man to justify the losses. I must confess that I return to my work with a new respect for our secondary school system as measured by the intellectual development and efficiency of the product which enters our American colleges, and with renewed confidence that for the average student the scientific training which our colleges give is not inferior to that of the German universities, and may be in some respects superior. Undoubtedly the present day American student can receive a broader and more satisfactory botanical training at home than in Germany, whether it be undergraduate or graduate work that is considered.

Later in the year we traveled through Italy, Switzerland and France, and I visited the botanical gardens of the universities of Pisa and Padua, in Italy, the two oldest botanical gardens in Europe, and the Jardin des Plantes in Paris, as well as the Agricultural College in Perugia, Italy. I was unable to study the laboratory work at any of these institutions, since the universities were not then in session. In each of these countries many problems of distribution and plant adaption presented themselves, which rendered these months of travel of especial benefit to me, botanically.

To the report of the year, Professor Grover adds the following concerning the department and its urgent need of *new quarters*:

For a number of years it has been the policy of the department to assist one of our stronger students

to spend a summer at the Marine Biological Laboratory at Woods Hole, Mass. The past summer Mr. Otis Curtis, of the class of 1911, was the student sent. He made a most creditable record. I understand he ranked first among the students registered in Botany. These students represented most of the best colleges of the East and Middle West.

During the year there was no attempt to carry on systematic work in the Herbarium, as the entire strength of the teaching force was needed for instruction. The following additions, however, were made by gift and purchase:

By Gifts:

From Prof. G. F. Wright, 45 Alaskan plants, identified by Prof. Asa Gray.

From Mr. Charles E. Monroe, of the class of 1877, a small set of Ohio asters.

From Mrs. Mary Fiske Spencer, several hundred European plants, supplementing her earlier splendid gift, which was made as a memorial to Prof. James Dascomb.

From Prof. F. F. Jewett, specimens of Hawaiian woods.

From Mr. H. D. Wells, specimens of woods from various localities.

By Purchase:

A set of 250 Canadian mosses, collected by Prof. John Macoun, and the continuation of the *Phycotheca Boreali Americanae*, Tilden's North American Algae, and the *Fungi Columbiani*.

I hesitate to enter upon a discussion of the present conditions and needs of the department. The laboratory conditions are so serious and the needs are so pressing and so great as to be well nigh disheartening.

When, five years ago, the Lincoln House was assigned to the Botanical department, it was clearly seen that it could only be a temporary makeshift. The capacity of the building narrowly limits the number of students that can be accommodated, a limit which has been already reached and passed. Also, its small size, its mode of construction and its age which has filled it with dust sifting cracks in walls and flooring, and its antique furnace, which gives off huge quantities of gas, that passes up through the porous flooring, render extremely difficult any instruction in even the most elementary and fundamental principles of plant physiology and bacteriology.

Because of the gas it has been found impossible to maintain living plants in a healthy state for experimental purposes. These conditions have been growing worse each year. After the experiences of last year and the year before with Botany IV, it seems as though we may be compelled to omit all work in plant physiology. This would be especially serious, since this is an elementary course, intended for those preparing for high school teaching, and for those who wish a general survey of plant structure and activity, in their interrelations. The omission of laboratory work on plant activity and physiology would dismember the course and destroy its value.

I have said that the limit of the number of students that can be accommodated in the Lincoln House has been reached and passed. During the past years we have limited rather strictly the number of students admitted to our elementary courses, the number being established by two limiting factors, the number of available microscopes and the capacity of the laboratories. Last year while I was absent certain questions in regard to the unequal distribution of students in the various departments of the Science division came before the faculty. As a result of the discussion the Prudential Committee added ten microscopes of simple type to our equipment, and we were asked to provide for that number of extra students in our elementary year course.

The increase which thus has been brought in the number of students in this course has resulted, as was inevitable, in a serious dilemma. Either the course must be divided into two laboratory sections or the entire number be crowded into the small laboratory space and served by an equipment intended for two thirds of the number. The division would mean the addition of at least twelve hours to the laboratory teaching, which is an impossibility with the present force, while the holding of this number together in one section necessitates a most disagreeable and unfortunate overcrowding of the laboratory, which renders satisfactory instruction difficult.

The students occupying the tables in the middle of the room have inadequate lighting for microscopic work. The difficulties of their work are thereby multiplied, the danger of eyestrain is increased, their results are obtained less rapidly and the probability of error in their observation is heightened.

The conditions in the second semester promise to be even more serious. During that semester we have

three general courses. There are only two laboratories that can be used for these courses. Thus far we have been able to carry on the work, though under seriously cramped conditions. By having a laboratory section in my Dendrology course meet by election on Monday forenoon, and others meet Monday, Wednesday, Thursday and Friday afternoons from 3:30 to 5:30, it has been possible to prevent the different laboratory divisions from seriously conflicting with each other. This has been possible only by my teaching on Monday forenoon and until 5:30 each day, throughout the second semester.

There has been an increase of about twenty-five per cent. in the number of students in the elementary courses in Botany the first semester of this year. It seems probable that the same thing will occur in our second semester courses. Without question it will then be necessary to find a place in some other building for the laboratory work in Dendrology. Such a separation of laboratory work in different buildings will of course add somewhat to the difficulties of instruction and increase the teaching hours of the department. I do not know if such a place can be found, but I hope a temporary makeshift can be arranged.

Four years ago, the cigar beetle was unfortunately introduced into the building in either the Spencer or the Wilkinson collection of plants. The devastations of this pest have proved most serious, and dangerously menace the existence of the Herbarium. Thus far it has proved to be impossible to do more than hold the inroads in check, because of the impossibility of thoroughly fumigating the building. It is so old that there are many cracks in which the beetles hide, and the walls are so open and porous that the gas used in fumigating cannot be retained. The damage done is in spite of continual vigilance on the part of the department, and fumigation with carbon bisulphide and hydrocyanic acid gas several times each year. This continual injury to the Herbarium cannot be prevented until new quarters are provided for it. It is also impossible for the Herbarium to increase further in extent because all available shelf space is now occupied. Much excellent museum material, valuable for class demonstration and the use of which would greatly strengthen the teaching of the department, in its foundation courses, cannot be used because of lack of space for its exhibition. It is at present packed away in store-rooms.

Of course the danger from fire is incessant, and the collections are thus constantly jeopardized.

A department cannot long mark time without serious injury to itself. As soon as a normal healthy growth ceases or is prevented there is danger of a lowering of vitality when stagnation may set in.

I feel that each department has a twofold function to perform. It should strive to influence as large a portion of the student body as it may, in order that the general student may secure the broadest training possible, and that his horizon of interest may not become narrowed. And on the other hand the few students should have the utmost opportunity offered them for advanced work and for the development of self-expression, the creative power and the spirit of investigation.

The department of Botany has made every effort with the equipment and space at its disposal to maintain a healthy growth and to render itself as valuable as may be to the student body. The time has now come when it has outgrown its equipment and also the building provided for it.

Little or no further growth is possible under existing conditions. It is even difficult to obtain the best results with the numbers we now have, for satisfactory results are even more impossible in overcrowded laboratories than in overcrowded recitation or lecture courses.

For the conservation and growth of the herbarium, and for the normal enlargement of the activities of the department, a new building is imperatively and immediately needed. To properly handle the students we now have, up to the capacity of this building, especially in the second semester, a considerable addition to our equipment is needed. To secure for our graduate students the best training, a first class research microscope is a necessity.

Professor F. E. Leonard reports for the courses in the *Department of Physiology and Physical Training* as follows:

No change was made last year in the courses of instruction and training which I offer. The classes were larger, partly on account of the increased attendance in the College as a whole, and partly because of the greater number of juniors and seniors enrolled in the Teachers Course in Physical Training. Last June ten men received the diploma of that course. Four of them are now occupying positions as directors

of physical training; two are studying medicine in Columbia University and expect to meet part of their expenses by similar work; two are in business, one is teaching zoology and geology in Wabash College, and one resigned his teaching position with us in order to study engineering in an eastern school. For the year just opening eleven men in the senior class and thirteen in the junior class are enrolled in the Teachers Course.

History and the Social Sciences

For the *Department of European and American History*, Professor Lyman B. Hall submits the following report:

In submitting my report for the College year 1909-1910, I wish to say first, that I think the policy of offering outline courses in English and American History seems to be justified by its results in numbers at least. During the years when no such outline courses were offered, I rarely had a class which numbered more than 30, though occasionally a class would run up to 40 or 45.

The first outline course was offered in English History in 1908-1909; and numbered about 50 each semester. In 1909-1910, the outline course in American History was first offered; and numbered over 70 the first semester, and over 90 the second semester. For 1910-1911, I am offering the outline course for the second time, and have registered 145 students, excluding 8 or 10 who registered for the course, but have already given it up. On the other hand, the outline courses have apparently drawn away somewhat from the detailed courses, my largest detailed course numbering 12 the first semester, and 18 the second semester, 1909-10. I do not see that such numbers as are now taking the outline courses can be adequately taught without the appointment of an instructor in History as early as the finances of the College will allow.

Mr. Lybyer and I both find it impossible to read the amount of written material which we find it profitable to require in our History teaching. I think Mr. Lybyer agrees with me that in many respects these frequent tests and papers in History correspond with the Laboratory work in science; and, just as in scientific instruction, no teacher who had any large number of pupils in his classes would feel that he could both direct their work in lectures and oversee all their Laboratory work, we both feel that teachers of some maturity and of some permanency in the

work should be employed to do this work of reading papers.

During the past year both of us had student labor; Mr. Dowell of the class of 1910 reading my papers and tests in the outline course only at an expense to the College of \$100; while the other courses I looked after myself, but at the cost of time and strength which I felt I could very ill afford. I think Mr. Lybyer had two student helpers, one for each of his large classes in Medieval and Modern History. Both of us feel that the work is not less important than Laboratory work, and, like it, should be entrusted only to graduate students of thorough training in History and of maturity of mind. The objections to giving this work to undergraduates, and particularly to members of the classes thus graded, are manifest. If such an Instructor could be provided for next year, I think Mr. Lybyer would give him at least one course to teach; while I should give him two two-hour courses, or four hours a week of teaching.

We suppose that such an Instructor could hardly be secured for less than \$1,000; but it seems to us that such an Instructor is as much needed as in any branch of science. We should wish it to be distinctly understood that the main work of such an Instructor would be to assist the Professors in charge by reading their papers; and that the courses to be conducted by the Instructor were mainly intended to give him personal acquaintance with the students, useful training for wider work in the future, probably in some other college, and, I should add, contentment in the drudgery of reading such quantities of papers.

Of the History work in general, I may say that it has been greatly strengthened by the coming of Dr. Lybyer, by the kindred work introduced by Professor Geiser; and for the current year, by the work in Classical History taken up by Professor Lord. I should suggest the need of an early consideration of the question if it might not be valuable and feasible to add courses in Egyptian and Babylonian History. In conversation Professor Fullerton remarked that he had given considerable study to some portions of the Babylonian History; and he seemed to think that if it were desired, he might offer a course in that subject in the College. Such a course would be a manifest strengthening of the College curriculum as a whole, and of the work in History in particular; and I should be greatly pleased to have the matter

inquired into with reference to next year's work.

I have also wondered, in view of the time that Professor Martin gives to Egyptian architecture and sculpture, whether he might not be glad to give a course on Egyptian History as a basis for his study of Egyptian art. I think I should postpone to some time perhaps quite distant the appointment of a new man to develop these fields of history; but it seems as if it might be easy to provide all the work in those lines we need at present without expense and without great additional labor for the Professors who might be willing to take up the courses suggested.

For the course in *Medieval and Modern History*, Professor Albert H. Lybyer reports as follows:

In each of three courses which I conducted during the past year, containing an average in all of about 130 students, the students were required each week to take notes on two or three lectures, read seventy or eighty pages of required text, and submit to a twenty-minute written test. In addition, a minimum of 600 pages of "additional reading," reported on in three short papers or one long paper, was required in each semester. A two-hour examination at the close of each semester demanded a review and summing up of the work. The reading was carefully varied, so that the students would be introduced in each course to a number of books. A wide choice of topics was allowed in the additional reading. An effort was made to give needed individual advice in regard to note-taking, methods of study, habits in history-reading, and other matters which would prove permanently helpful.

I was unable personally to examine all of the written work, but this was done very well by senior assistants. I read the final examination books, and found that very few students failed to learn a considerable amount of history. Better results could doubtless be obtained if older and more experienced persons could read the written work, and especially the reports on "additional reading." The latter when conscientiously done represents a great deal of labor on the part of the student; more completely than any other historical exercise, they contain a gymnastic for the mind. They, therefore, deserve careful attention, judgment, and correction.

This method of teaching has sent many students to the library and has demanded that a large number

of books be reserved, with frequent changes. I wish to express my appreciation of the prompt, efficient and courteous way in which the staff of the library has responded to all demands.

The aim has been kept constantly in mind of relating the facts and ideas set forth in History to the work of other departments of the college. Most attention has been given to connections with the closely-allied departments of Political Science, and Economics and Sociology; but the historical background of the natural sciences, the fine arts, literature, law, education, and religion, has been referred to when relevant.

By permission of the Faculty, I have postponed for one year my announced three-hour course in History of Eastern Asia, and have put in its place a course in History of Continental Europe during the time of the Renaissance and Reformation. I have introduced a pair of two-hour courses, to be given in alternate years, in recent German and French History. German History since 1648 will be presented this year. I have also announced a Seminar in some phase of Nineteenth Century History, to be given during the second semester.

For the *Department of Economics*, Professor Albert B. Wolfe submits a report, which, on account of the large questions of educational policy therein discussed, is given at considerable length:

Looking back over the year, the most distinct gain, of course, for this department,—and a very large gain it was—was the appointment of Mr. Lutz as Associate Professor of Economics.

Mr. Lutz's appointment was made primarily with two things in mind: first, to add a number of advanced courses in applied economics—money, banking, public finance, transportation, industrial corporations, and the like—which are a necessary part of the curriculum of any college that pretends to lay foundations for a business career. These courses naturally appeal, at present, almost entirely to men. And naturally also, these classes will be for some time to come, comparatively small. They are advanced courses, a year of elementary economics is prerequisite to them, and they do not, and are not designed, to appeal to students looking purely for cultural courses.

In the second place, Mr. Lutz's appointment was made in order that the increasing numbers in the year course in elementary economics might be handled bet-

ter. During the year under review this class had an average of over one hundred students in it. It was possible with the increase in teaching force to divide it into four sections once a week for quizzes and discussions.

The teaching of elementary economics to the great number of students who are electing this subject in every American college and university constitutes about the most knotty problem the departments of economics have to solve. Until recently the straight lecture method has been almost the only method used in the universities, and it has been natural for the (usually) younger teachers of the colleges to imitate the methods to which they were accustomed in their university courses. With the growing mass of economic material, the publication in the last five years of several modern college texts in economics, and perhaps a general awakening to the fact that the college, no less than other educational institutions, has problems of pedagogy to solve, there has come a restlessness and dissatisfaction with the older—and cheaper—methods of instruction. This unrest, and the growing conviction on the part of some teachers that the methods of teaching elementary economics need radical change, led to a conference on the whole matter, which was held at the University of Chicago in October, 1909, and was attended by college and university teachers from all over the Middle West, points as far distant as Minnesota, Missouri, and Texas, on the one hand, and Rochester and Yale, on the other, being represented. The proceedings were deemed of enough importance to be published in full in the *Journal of Political Economy*. This same *Journal* has since published another series of papers on the same subject. Professor Judd, of the Department of Education, University of Chicago, said that this was the first conference, so far as he knew, of college teachers of a particular subject on the aims and methods of teaching that subject. I go into this detail simply to introduce a prediction. It is this: that departments of economics, of political science, and the like, are going to bring more and more insistent requests for increased teaching force. Certain departments, as for example, the languages and mathematics, have gained a sort of vested right in small classes. They come to the Faculty of the Trustees with the undoubtedly true statement that they cannot teach these subjects effectively in sections of more than thirty or thirty-five. But we of the social sciences are waking

up to the fact that we cannot teach certain of *our* courses—the introductory courses, more especially—effectively in any larger sections than the mathematicians can handle. In fact we shall hope fondly for the day when at least once a week we can gather our elementary students about a table in sections of not over fifteen students for close range discussion. Personally I am convinced that this is the only way to get anything like satisfactory results. And it is the way that institutions that can afford it are rapidly introducing—one or two lectures a week, then meet the students in as small groups as possible. It really ought to be clear to anyone, upon a little thought, that so difficult a subject as part of economics is, especially to the novice, and a subject demanding so much close, logical thinking, with a whole battery of new concepts and new relations to be mastered—it really ought to be clear that such a subject can no more be taught in classes of fifty or a hundred than can French or trigonometry. Last year our quiz sections averaged about twenty-eight in size; this year (1910-11) it is possible in the first semester for us to have six quiz sections, with an average size of about twenty-two. If we could maintain that for a time we might be satisfied temporarily, but it is doubtful whether we can do so the second semester. Moreover, what we really wish to look forward to is a plan by which the class will usually be given only *one* lecture a week, for purposes of general guidance, and on the other two days be met in small discussion sections. At the present rate of growth of the class, this will necessitate about eight sections meeting twice a week—a total of sixteen teaching hours, in addition to the lectures. The implication is sufficiently apparent.

The question of adequate teaching staff and small sections leads me to this equally fundamental question. Although the number of students taking economics shows a moderate growth year by year, still I note that each year from one-third to one-fourth of the Senior class graduate without having taken *either* economics or sociology. How many of those not taking either of these subjects have taken political science I do not know, but certainly the number of such students is not large. Now with the large equipment of courses in psychology, ethics, philosophy, and education, Oberlin offers, it is entirely conceivable that the Oberlin graduate can worry through life without having taken

any sociology. But with economics and political science I believe the case stands somewhat differently. I confess it worries me to see the great proportion of Oberlin students who go out without even an elementary course in either economics or in American Government. I know that the whole question of required studies is to come up—and I hope it will come speedily—but I wish to register an opinion that Oberlin College—like many others—is in a measure failing to sense one of the great educational needs of the time. That, to my mind, is the training of young men *and young women* in the essentials of an understanding of our economic life and problems in the framework and actual working of our American national, state and local governments. Most of the great problems of the day are fundamentally economic, and one reason they are not better handled is the lack of economic training both on the part of the legislators, the judges and the people. I have said it before and I am going to say it again, frankly, that I do not believe any amount of religious training or education, any amount of Bible study, any amount of study of abstract mathematics, psychology, or ethics, *in themselves* will fit a man or woman to be a good citizen in the absence of some systematic study and some vitally intelligent interest in, and knowledge of these great economic problems and conflicts, and of the political machinery by which, in large measure, we must try to solve them. I believe the comparative lack of such knowledge explains in part the impotence of the good people of a community or state when they are confronted with intrenched public evils. I do not offer undergraduate economics as a panacea for social ills, it is needless to say. It simply looks to me as if these two subjects—elementary economics and American Government—have a juster claim to a place in the list of general requirements than trigonometry, analytical geometry, psychology, or history of philosophy.

It is a pleasure to record the fact that upon the initiation of certain members of the Faculty of Western Reserve University, the *Division of History, Economics and Political Science* has begun an informal exchange of professors with the corresponding Division in Western Reserve. Late in the year the Reserve men invited our entire Division teaching staff to a luncheon in Cleveland. At that luncheon Professor Bourne expressed the opinion, which proved to be unanimous, that it is a pity that there are more inter-

collegiate relations between the students of Ohio colleges than between the faculties. He proposed that Reserve and Oberlin professors, in the departments of history, political science, economics, and sociology, should once in a while exchange classes for a day. Such an informal exchange, made between two professors at such times as seem to them best, certainly has much to recommend it. It involves no extra expense (except to the professors themselves), very little loss of time, and on the other hand gives opportunity for a cross-fertilization of ideas which ought to prove valuable both to the students involved and to the instructors themselves. One exchange under this plan has already taken place for the year 1910-11. We certainly appreciate the initiative taken in this matter by Western Reserve, and shall aim to do our part in developing a plan which has so much promise in it.

Professor Karl F. Geiser, for the *Department of Political Science*, reports as follows:

I have the honor to report that the increase in the number of students electing political science during the year 1909-1910 over the preceding year was about 50%; and of the total enrolment about 90% were men.

The outline course—American Government—though containing no students below sophomore rank, is at the beginning of the present semester (September, 1910) larger than it was the preceding year, and, if the increase continues, a new instructor should soon be added to the department if the work is to be carried on to the best advantage to the student.

It should also be stated that the Junior and Senior required courses exclude a considerable number of students from the special courses offered in Politics, and I cannot but feel that any arrangement which prevents students, especially men, from entering these courses, is unfortunate. I firmly believe that no young man should go through college without at least one year in political science, and any arrangement in the curriculum which prevents the free selection of such a course diverts to that extent the college from meeting the demands of our national life and our citizenship. To justify this statement, I need but indicate, in a general way, the political problems now demanding attention and pressing for solution. What are they? The American Government as a world power; government ownership; conservation of the national resources; centralization; ballot reform; the municipal problem. Is it

unreasonable to ask that every college graduate have at least an intelligent conception of the meaning and significance of these terms and the issues involved? Yet many of our students are going through college without even an intelligent knowledge of the structure and working relations of the government,—state and national—under which they live. Within the last decade, the majority of the states have introduced nominating and legislative reforms in the way of direct nomination, the initiative, the referendum and the recall. Is it too much to ask that college graduates have an intelligent opinion upon these vital subjects?

But there is another reason why government should be studied in college. Many of our graduates teach in the public schools, and there is no creditable high school which does not require courses in civics. Yet I have frequently observed that our graduates teaching in high schools are called upon to give courses in this very subject.

I do not refer to Senior Bible, as that is a two-hour course and does not conflict with my subjects. But I estimate that the required work in philosophy reduces the number that would otherwise take political science by one-fourth to one-third. The fact that there are several sections has helped matters some, but many students do not wish to schedule for afternoon work. My estimate is based on information from the scheduling committee and reports from the students.

Philosophy, Psychology, and Education

The work of the *Department of Philosophy* was given under the direction of Professor Stetson. Professor MacLennan reports his Sabbatical year as follows:

The college year of 1909-10 was spent by me in study and travel abroad. The first six weeks of the summer of 1909 was given to touring in Scotland and England. About the middle of August I began work in the library of the British Museum, London, and remained there until February, 1910, when I returned to Oberlin to continue my reading and writing in the library here. The subject-matter of my research was the investigation of the development of morality throughout racial history and in its anthropological, sociological, political and psychological phases. Upon this general subject-matter I have been at work, of course, for many years, but I was anxious to avail myself of the exceptional opportunities offered by the great

English library. The results attained in the course of my research have been carefully systematized and are now in process of being worked up for publication in the form of a general text-book in Ethics. It is my expectation that the volume will be ready for publication in the very near future.

Upon the invitation of the University of Chicago I gave two courses of lectures on Ethics—one undergraduate and the other graduate—at that institution during the past Summer Quarter. The work proved to be enjoyable and stimulating.

While I was absent from Oberlin the work of the department of Philosophy and Psychology was most efficiently carried by Professor Stetson and by Miss Kitch, our instructor. The regular report of the year, accordingly, will be made by them. For the present year the work of the now divided department opens up well and suggests the promise of increased activity and service in the future.

Professor Stetson's report follows:

In 1909-10 in the absence of Professor MacLennan, there were no changes in the courses offered in psychology and philosophy. An effort was made to maintain the continuity of the work.

For 1910-11 it is possible to make plans for the psychology as a separate department. The Junior required course in elementary psychology is offered in three divisions, two by the professor and one by Miss Kitch, the instructor in philosophy and psychology. The plan of having three divisions is better than offering the work to a single large class of 180 or 200. But it is only a step in the direction of reducing the class number to a working size for an elementary science. Two of the divisions number over 50, and the third numbers 40. For efficiency in handling such elementary work required of all students, it is important that the classes be not larger than 40 to permit of discussion and personal explanation. If it were possible to require preliminary training in zoology this would not be so imperative; but that is impossible. There should be five divisions, rather than three. The present election is 214, and there is no chance of the coming classes numbering less than 200.

For the laboratory, the suite of rooms just being finished on the third floor of Peters Hall will give good accommodations for the work. It will be possible to develop the experimental side of the work on the basis

of the excellent equipment which Professor MacLennan has got together. The election of the experimental work is somewhat larger, and will demand more time.

It is very important that the laboratory should be opened for demonstration purposes, to the members of the required elementary course. For this purpose, two of the rooms are large enough to accommodate a group of 15-20 people, and can be used for the demonstration of apparatus, the examination of models, and the performing of a few elementary experiments. This side of the elementary work is being emphasized in the better departments in the country, and it is easy to see that it is as important in elementary psychology as in any other elementary science. It is hoped for the present that such squad demonstration work with the elementary class can be combined with the supervision of the regular experimental course. But to make it really efficient for so large a number, it will be necessary in the end to increase the amount of laboratory instruction.

For further development of the laboratory there is need of more equipment, especially in the way of models and elementary apparatus for the required course. This will make a heavy draft on the appropriation for the first year or so.

The most serious need is the time of one instructor, instead of half the time of an instructor in philosophy and psychology. This would make it possible to offer the elementary required course adequately in divisions, to develop the laboratory work for this required course, and to offer the required work both semesters of the Junior year. This would involve some correlated changes in the work of the department of philosophy which would be to the advantage of both departments.

The report of Professor E. A. Miller for the *Department of Education* has such bearing on the relation of the Oberlin Academy to the college that it is given in full:

The department, to do work worthy of an institution of Oberlin's rank, needs three things. *First*—The full time of at least one man devoted exclusively to the department. *Second*.—The continued organization of teachers' training departments in a number of other college departments, and the affiliation of these courses with the Department of Education in an organization similar to the Teachers' Colleges—so called—that exist in numerous colleges and universities. The affil-

iation, not the name, is the important point here. *Third*.—The organization of a practice school in which opportunity shall be given for prospective teachers to receive training in teaching under careful supervision.

In regard to the first point, may I call attention to the fact that the total enrolment in the courses in education the semester before I entered upon the work was 17 (1902-1903), while it was 15 during the first semester of my teaching in the college (1903-1904). There is now an enrolment of 120 students in the three courses offered. These three courses total seven hours, and are divided into one three-hour course and two two-hour courses. The three-hour course in the History of Education has 60 students, the two-hour course in Comparative School Systems has 46 students, and the two-hour course in Educational Classics has 13 students. The courses given in the second semester are somewhat more largely attended, I believe. Two of the classes are too large to admit of the best results for the students. Certain other courses are needed for the sake of the department, and I may say that I feel personally the need of *more* work in the department if the work I already offer is to be vital. My interests now are divided and the teaching side of the work is the side that is most easily slighted.

In regard to the *second* point, it is interesting to see that the following departments are now giving or are planning to give at some time during the year Teachers' Training Courses: English, German, Latin, Mathematics and Physical Training. With the addition of such course for prospective teachers of the sciences, for history, economics and political science and for French, it would be possible to organize a teachers' college that could afford professional opportunities to any prospective secondary teacher.

In regard to the *third* point, I wish to submit first certain statistics for last year's class, prepared by the Secretary of the Bureau of Appointments:

Occupations of graduates, 1909-10 (including those graduated at close of Summer School) :

Regular teaching	78	
Physical Training	12	
Business	18	
Social or Y. M. or Y. W. C. A.....	7	
Preaching (not incl. 7 Theologs.)....	1	
Intermediate	24	140
Students		
Theological	7	

Law	5	
Medicine	5	
P. G. Arts	8	
Domestic Science	1	
Library Training	1	
Training Sch. for Nurses	1	
Forestry	1	
P. T.	1	
Y. W. C. A. Training	1	31
		171
Teaching, incl. P. T.	52.63%	
Business	10.53%	
Students	18.13%	
Social or Y. M. or Y. W. C. A.	4.09%	
Ministry (not incl. 7 Theologs.)	.58%	
Indeterminate	14.04%	
Music.....	19	
(9.4% into Social or Christian work—including Theological students, and Y. M. C. A. and Y. W. C. A.)		

It will be noted that 90 per cent of a total of 171 entered teaching. This is more than 52½% and five times as many as entered any other single line of work. Of this number 12 (those in the Physical Training work), are able to secure some practice in teaching in connection with their course.

Secondly, attention is called to recent Ohio Legislation which will make it necessary for Oberlin to establish some kind of training school if she is to meet at all effectively the competition of the State institutions at Columbus, Athens and Miami. This legislation is found in an act entitled "An Act to Provide Certification of Teachers in the Public Schools."

"Section I. That the diploma of any normal school, teachers' college, college or university, approved by the state commissioner of common schools, shall entitle the holder thereof, when he or she has successfully passed the examination provided in Section 5 of this act, to a provisional elementary school certificate valid for four years in any school district in Ohio; provided said diploma is granted only to such students as have taken a full two-year academic and professional course, entrance to which shall require graduation from a high school of the first grade, or its equivalent which shall be determined in such manner as the state commissioner of common schools may direct."

"Section II. That the diploma of a graduate of any normal school, teachers' college, college or university approved by the state commissioner of common schools, shall entitle the holder thereof, when he or she has successfully passed the examination provided in Section 5 of this act, to a provisional high school certificate valid for four years in any school district in Ohio; provided said diploma is granted only to such students as have taken a full four years' academic and professional course, entrance to which shall require graduation from a high school of the first grade, or its equivalent, which shall be determined in such manner as the state commissioner of common schools may direct."

"Section III. *The two-year and four-year courses referred to herein shall include actual teaching under supervision in a training school, including elementary or secondary grades, as the case may be, and shall be approved by the state commissioner of common schools.*"

"Section VI. It shall be the duty of the State Board of School Examiners to issue to every holder of a provisional certificate as herein described, a life certificate of similar kind, upon satisfactory evidence that the holder thereof has taught successfully at least twenty-four months. In addition, applicants for common school certificates shall be examined in Theory and Practice of Teaching. Applicants for High School Certificates shall be examined in Theory and Practice of Teaching, History of Education and Science of Education. Applicants for special certificates shall be examined in Theory and Practice of Teaching and in the Special Branch. The applicant shall pay the usual examination fee."

It will be noted that by establishing a training school for prospective teachers here, it will be possible for our graduates to obtain life certificates in Ohio.

In the third place, attention is called to the following quotation from the Fourth Annual Report of the President and Treasurer of the Carnegie Foundation for the Advancement of Teaching, pp. 152, 153, and 155.

"It has been urged at several places in this report, that the secondary school is now engaged in formulating its distinct social and educational function, and that it requires sympathetic support and considerable leeway in framing and working out its problems. To

this end the influence of the college must not dominate or overshadow the experimental process."

"This consideration would appear to raise a serious question as to the wisdom of maintaining preparatory schools under the immediate control of particular colleges. Of examining colleges, only the Stevens Institute of Technology maintains such an academy, the graduates of which, however, must be examined for admission like all other candidates. The stronger state universities, such as Wisconsin, Michigan and California, do not maintain such preparatory schools. On the other hand, a number of state institutions in the west and south, and a large proportion of the other colleges in these regions, still maintain secondary schools, even in states where the high schools are well developed. Thus, the University of Illinois has a secondary school on its campus containing 478 students. About 108 students in this academy have part work in the college, and about 150 college students also carry some work in the academy. State universities maintaining high school or sub-freshman classes are:

- University of Arizona
- University of the State of Florida
- University of Arkansas
- University of Idaho
- University of Illinois
- State University of Kentucky
- University of New Mexico
- State University of North Dakota
- Miami University
- Ohio University
- State University of Oklahoma
- University of South Dakota
- University of Utah
- University of Wyoming

"The following institutions on the accepted list maintain sub-Freshman classes or academies:

- Beloit College
- Central University of Kentucky
- Coe College
- Colorado College
- Dickinson College
- Drake University
- Drury College
- Grinnell College
- Knox College
- Lawrence College

Marietta College
Oberlin College
Polytechnic Inst. of Brooklyn
Ripon College
Stevens Inst. of Technology
Washington and Jefferson College

"Some of these institutions are strong and well equipped universities or colleges. It is clear that their academies are not likely to do much for secondary education in general. They propose for themselves a very definite task—to cover in as economical a manner as possible the entrance requirements in their most readily mastered forms. Such an effort is not calculated to stimulate sound teaching. Moreover, not infrequently these feeding departments are of very uncertain composition. Certain courses belong, as at West Virginia, to both college and preparatory school. In the same class, both college and preparatory students sit side by side, the former counting the course toward his degree, the latter toward admission.

"When one goes into the group of weaker colleges, the practice is almost universal. The consequence is that in nearly every small college of the west and south is to be found a conglomerate student body made up of college students and of high school students. Usually, also, this lack of homogeneity is still further increased by a college of music, or a normal course. Such a mingling of youth of all ages and stages of preparation takes away the very thing which makes the college distinctive; that is to say, the scholarly and social association of a group of young people of varied tastes, but like intellectual standards. Such an institution cannot possibly have the true college atmosphere. There are very few institutions in this entire region to which a student may go and find himself a member of a homogeneous student body.

"Every consideration both of higher education and of secondary education would seem to point to the abandonment of secondary work by a college at the earliest possible moment. It seems to me that the Carnegie Foundation should stand firmly on this principle, and that the academy as a part of a college should be recognized in accepted institutions only as a part of a passing stage in educational development, and then, only when conducted separately from the colleges themselves."

I cite these quotations as bearing upon our academy situation, and because it seems that a solution of

the training school problem and the academy situation may lie in some adjustment that will keep the most essential parts of what we now have in the academy, and in reorganizing the work on a training school basis that will give opportunity for practice teaching to our graduates who expect to enter the teaching profession.

Such a solution could, I believe, largely solve the financial problem that arises in conducting the Academy at present. May I suggest that we ought to send some one interested in this problem to study those institutions which maintain practice schools.

If it were possible for us to solve these two problems by making certain adjustments in the work and organization of our secondary school, it would seem wise to make such adjustments.

III. INSTRUCTION

Following the custom of other reports, the instruction given by the college will be considered first from the standpoint of the range of the courses offered in the different departments, and, second, the amount of work done by the different departments. The first table shows simply the range of courses offered in the different departments, not taking any account of divisions of classes or number of students. This table is, thus, a simple showing of how much work the college offers the student opportunity of doing in the given subjects. In this table, the amount of work offered in the different subjects is given in semester hours, a course with two, three or four recitations a week for a semester is counted as two, three or four semester hours respectively, whether the work is done in one or more divisions of the class; so that the range of instruction offered in any one year is fairly indicated by the number of semester hours so counted. Courses that are part of a cycle, or that alternate from year to year, are counted only in the year that they are offered.

This table makes possible easy comparison as to the range of courses offered, not only with work of preceding years in the same department, but between different departments in the same year. The table shows that in many subjects the range of work offered has been practically uniform for the past five years. In other subjects a much wider range of electives is possible and desirable, even in strictly college work. Most of the advances in the last five years have been made in Chemistry, Economics and

FACULTY OF THE COLLEGE OF ARTS AND SCIENCES 169

Sociology, English Literature, Geology, History, Mathematics, Physical Training (credit courses), Political Science and Zoology. The advances for the year 1909-10 were largely in Chemistry, Economics and Mathematics.

Range of Courses Offered

	Number of Semester Hours offered				
	1909-10	1908-09	1907-08	1906-07	1905-06
Anatomy.. .. .	3	3	3	3	3
Archaeology and Art.. .. .	7	8	8	*2	8
Astronomy... .. .	6	6	6	6	6
Bible	4	8	8	8	8
Bibliography.....	6	4	6	6	6
Botany.....	*25	30	28	31	31
Chemistry	57	38	34	36	36
Drawing	18	16	15	15	15
Economics and Sociology.....	34	24	24	24	21
Education	14	14	14	10	10
English Composition	13	11	12	12	12
English Literature	72	68	52	48	41
French.....	40	36	36	36	36
Geology	35	34	35	31	19
German	44	38	40	43	40
Greek.....	28	28	28	*18	28
Hebrew	10	10	10	10	10
History	42	46	48	*21	*21
Italian.....	8	0	8	0	8
Latin	24	28	28	24	30
Mathematics	61	47	49	43	42
Mineralogy.....	5	5	5	5	5
Music.....	20	22	22	22	22
Oratory	14	14	14	14	14
Philosophy and Psychology.....	*32	38	32	35	39
Physical Training (for credit)	4	4	4	4	4
Physics	26	22	32	32	32
Physiology	6	6	6	5	5
Political Science	22	20	16	8	2
Spanish.....	0	8	0	8	0
Zoology	42	46	27	27	22
Teachers' Course in Physical Tr'ng..	40	35	22	22	22
	762	677	670	647	620

* Professor absent on Sabbatical leave.

Seven courses offered in the catalogue were not elected by a sufficient number of students, and were therefore not given. These courses were the following:

SUPPLEMENTARY REPORTS

Chemistry 13—Organic Preparation

Professor Jewett and Mr. McCullough

Chemistry 15—Organic Analysis

Professor Jewett and Mr. McCullough

Chemistry 6—Mineral Analysis

Professor Jewett and Mr. McCullough

Chemistry 14—Inorganic Preparation

Professor Jewett and Mr. McCullough

Mineralogy 2

Professor Jewett

Music 8

Professor Dickinson

Zoology 7

Professor Metcalf

Zoology 8

Professor Metcalf

Amount of Work Offered.

The Secretary has furnished from the records in his office the next table, bearing on the amount of work done by the different departments, stated in terms of "instruction units." This table gives a comparison of departments, not at all as to range of courses offered, but as to amount of work done, taking into account not only the different courses offered, but also divisions into sections in the same course. Thus, the table shows how much work, taking into account these various elements, each department did. Of course, in those departments in which courses are required, there are certain to be a large number of instruction units, whether it is the desire of the students to pursue such courses or not. In those departments in which instruction is wholly elective, the table gives the preference of college students.

As used in the following table, an "Instruction Unit" means the instruction furnished to one student in recitations which are held once a week for one semester,—in other words, an "Instruction Unit" represents one student in a one-hour course for one semester. To illustrate,—a three-hour course in Trigonometry enrolling 35 students is here counted as representing 105 instruction units; a two-hour course in Latin, enrolling 10 students, represents 20 instruction units. The table which follows shows the instruction, so measured, furnished during the year 1909-10, and I have added for comparison the corresponding figures for the three preceding years. It will be understood that the figures used in the table are compiled from the detailed statistics printed at the back of this volume.

Instruction Units

Departments	Total Classes or Sections	Hours of Teachers' Time	Students			Instruction Units 1909-10	Instruction Units 1908-09	Instruction Units 1907-08	Instruction Units 1906-07
			Men	Women	Total				
Anatomy	1	7	12	14	26	78	75	57	57
Archaeology and Art.....	5	8	30	140	170	280	215	322	100
Astronomy	2	9	10	8	18	54	15	54	48
Bible	4	8	287	365	652	1304	1616	1344	1318
Bibliography	3	6	21	108	129	258	124	146	236
Botany	6	82	22	60	82	324	449	319	555
Chemistry and Mineralogy.....	13	135	264	214	478	1554	1548	1496	1434
Economics and Sociology.....	14	37	216	194	410	1171	801	813	915
Education	6	14	68	172	240	562	385	296	327
English Composition	54	105	472	720	1192	2357	2126	1927	1858
English Literature	28	82	293	948	1241	3310	2280	2194	1766
French	33	95	202	473	675	2127	1953	1934	2011
Geology.....	10	53	121	21	142	426	266	225	282
German.....	33	112	248	559	807	2970	2158	1845	2074
Greek.....	10	28	46	43	89	334	364	491	421
History	16	42	217	320	537	1527	1667	1155	969
Italian.....	2	8	5	10	15	60	0	124	0
Latin	17	50	59	284	343	1043	1087	1277	1370
Mathematics	44	152	417	447	864	2598	2317	2020	1683
Musical History	7	24	37	88	125	267	473	411	371
Oratory.....	8	20	87	60	147	386	574	510	397
Philosophy and Psychology.....	13	51	207	315	522	1418	1439	1345	1405
Physical Training (for credit).....	14	42	321	297	618	618	499	442	452
Physics.....	5	87	68	13	81	379	328	390	550
Physiology and Hygiene	2	6	30	60	90	270	222	84	240
Political Science	8	20	170	20	190	547	353	408	78
Spanish.....	0	0	0	0	0	0	108	0	48
Zoology	9	112	107	106	213	648	585	583	736
Teachers Course in Phys. Tr'g.....	22	60	104	182	286	501	369	331	327
Totals.....	389	1455	4141	6241	10382	27371	24396	22543	22028

The column marked “hours of teachers’ time” includes all the time spent by teachers and assistants in class-room recitations and in laboratory instruction.

The enrolment for 1909-10 shows an increase of 12.2 per cent. over the enrolment of the preceding year. Naturally there was a similar increase of 12.2 per cent in the amount of instruction fur-

nished. This increase, however, was not distributed uniformly throughout all departments of the College. In some departments there were increases in amount of instruction much in excess of the normal percentage above mentioned (12.2). The greatest increases in the amounts of instruction furnished, as compared with the preceding year, were:

Bibliography	108.0	per cent
Geology	97.7	"
Political Science	55.2	"
Economics and Sociology	48.2	"
Education	45.9	"
English Literature	45.2	"
German	37.6	"
Teachers Course, Phy. Tr.	35.8	"
Archæology and Art	30.2	"
Physical Trg. for credit	23.9	"
Physiology and Hygiene	21.6	"
Physics	15.5	"

The increase in the amount of instruction furnished in Mathematics was 12.2, exactly the same increase as in the increase in the number of students in the College of Arts and Sciences. There was an increase of 10.9 per cent. in English Composition, 10.8 in Zoology, and 8.9 in French.

The instruction furnished in the following departments remained about the same in amount as during the preceding year: Chemistry, Greek, History, Latin and Philosophy and Psychology. There were decreases in the amount of instruction furnished in Bible, 19.3 per cent; in Botany, 27.8 per cent; and in Oratory, 32.8 per cent.

It is perhaps worth noting that the Department of English, including both English Composition and English Literature, furnished 20.7 per cent. of all the instruction in the entire college.

The Department of English Literature now ranks first in the amount of instruction furnished, the German department second, Mathematics third, English Composition fourth, and French fifth. All of these departments give more than 2,000 instruction units during the year.

In the two semesters of 1909-10, there were 389 classes or sections, as compared with 350 during the preceding year. The

total enrolment in these classes was 10,382, and the average number of students per class was 26.68. The corresponding figure for the preceding year was 26.74. In view of the very great increase in the number of students in the College Department it is worth noting that enough additional teachers were appointed to provide for the instruction of the new students without increasing the size of sections.

While the average is thus slightly lowered, there are undoubtedly classes and departments in which the work is very heavy, and in other departments, as is inevitable under the elective system, more students could elect the work without unduly crowding the classes. Details as to all the classes are given in the reports on instruction and attendance (pages 310-332).

Advances Made in Instruction

The advances of the college during the year are also to be noted, in concrete terms, in the new appointments of the year:

Appointment of an additional associate professor of the Romance Languages; an additional associate professor of English; an associate professor of Physics, and an associate professor of Chemistry.

These gains, in addition to those made during the previous years, ought to enable us to take care of the increased number of students now coming to us.

Advances Needed in Instruction

These additions, however, by no means exhaust the need for additional teachers, for studies like Economics and Psychology, heretofore taught in somewhat large classes, are more and more urging the importance of dividing these large groups of students into small sections, in accordance with the policy heretofore prevailing in the study of the languages. There is undoubtedly great force in the arguments urged by them.

Other appointments which are urged as imperatively necessary are the appointments of a professor of English Composition, the giving of the full time of a professor of Education to that department, an additional instructor in the department of History, and an additional instructor for the Classical Languages. It is to be regretted that the financial situation of the college is such

that it will not be possible to meet any of these demands at once, but they should be carefully considered before the next budget is prepared.

IV. STUDENTS

Following the custom of previous reports, a summary of the statistics of the College of Arts and Sciences as to enrolment and degrees is given. These reports are more fully discussed in the reports of the chairman of the Committee on Admission and of the Registrar.

Enrolment

The total number of students enrolled for the year 1909-10 was 1,098, including 72 students in Drawing and Painting and 44 students in the summer session not elsewhere tabulated. The total also includes 49 students classed as college specials, but it will be noted that these college specials are not students who have failed to meet the full requirements for admission to the college, but students of college rank not taking the regular work for various reasons, and, therefore, classed as special students.

Degrees

The Secretary's report states, also, that the degrees conferred, in the department of Arts and Sciences, reached a total of 180, as compared with 154 the previous year. This number of degrees conferred was the largest in the history of the college.

Freshman Honor List

The following list contains the names of the ten Freshmen who had the highest rank in scholarship during the first semester of the year 1909-10, and the schools in which their preparatory work was taken:

- Miss Kathryn Mauer, Buffalo, N. Y., Masten Park High School.
- Mr. Paul Thorne Weeks, Oberlin, Ohio, High School.
- Miss Alma Amelia Leffler, Marion, Ohio, High School.
- Mr. Ernest Carroll Faust, Carthage, Mo., High School.
- Miss Hazel Audrey Worley, Youngstown, Ohio, Rayen School.
- Miss Marjorie Eliza Hamilton, Toledo, Ohio, Central High School.
- Miss Rotha Olin Richmond, Cleveland, Ohio, East High School.
- Mr. Howard Joseph Spore, Sandusky, Ohio, High School.
- Miss Helen Fulton Treat, Omaha, Neb., High School.
- Miss Margaret Sweet, Oberlin, Ohio, High School.

The Phi Beta Kappa

Professor William D. Cairns, the Secretary of the Zeta Chapter of the Phi Beta Kappa, submits the following report, accompanied by a list of the members from the earlier classes elected during the year as a result of careful investigation by the College Registrar.

After considerable investigation by a committee, the chapter elected to membership in April, 1910, all those eligible from the classes prior to 1878. On May 23, 1910, the chapter completed the election of members from all classes up to and including the class of 1910.

It was voted by the chapter in March, 1910, and so far as was necessary, was approved by the faculty, that an address be given each year before the chapter and the whole college body, taking the place of the last regular monthly lecture; that the chapter be allowed to suggest the speaker for this occasion and that the chapter share in the expense of this lecture; that further the regular formal admission of members into the chapter take place in connection with this address, at a banquet held at that time and that, to enhance the dignity of the admission to membership, a brief address be delivered in connection with this by the president of the chapter or by some other member. In accordance with this action the regular annual meeting was held at Park Hotel on the evening of May 30, 1910, attended by sixty members of the chapter, seven being present from other places than Oberlin. After an impressive address by the president of the chapter, detailing the history and ideals of Phi Beta Kappa, those present who had not been formally admitted to membership were so admitted. The officers for the year 1909-10 were re-elected for the year 1910-11:

President, Professor E. I. Bosworth

Vice President, Professor J. T. Shaw

Secretary and Treasurer, Professor W. D. Cairns

The chapter was fortunate in having as its first lecturer Professor Paul Shorey, of the department of classical philology in the University of Chicago. On May 31, 1910, Professor Shorey delivered a brilliant and scholarly address on "The Unity of the Human Spirit" before the members of the chapter and before the faculty and students of the college. This address appeared in full in the Oberlin Alumni Magazine for June, 1910.

In the same issue of this magazine appeared the address of welcome by Professor Bosworth, and a complete list of Oberlin Alumni elected to the Oberlin chap-

ter, together with those who are members by reason of their election by other chapters. I enclose a copy of this issue (with corrections) so that you may incorporate in your report as much of the list as you desire.

Up to this time the chapter has elected only from the graduating classes, and has not elected any honorary members. We have elected in all 399 members, 333 of whom are living; with the sixteen who held membership through other chapters, the total enrollment of living members in June, 1910, was 349.

Oberlin Alumni elected to Phi Beta Kappa

CLASS OF 1838

- *George Nelson Allen
- *James Harris Fairchild
- *Michael Epaphras Strieby

CLASS OF 1839

- *Samuel Davies Cochran
- *William Cochran

CLASS OF 1840

- *Willard Burr
- *Charles A. Jenison

CLASS OF 1841

- *John Hume Kedzie
- *Mrs. Mary Rudd-Allen

CLASS OF 1842

- *Edmund Burke Fairfield

CLASS OF 1843

- *Lorenzo English
- *Edmund Hall
- Edmund Abbott West

CLASS OF 1844

- Mrs. Emily Fairchild-Fairfield
- Mrs. Catherine Jennings-Parsons

CLASS OF 1845

- *Mrs. Sarah Blachly-Bradley
- *Mrs. Harriet Grannis-Arey
- *Jonathan Edwards Ingersoll

*Deceased

FACULTY OF THE COLLEGE OF ARTS AND SCIENCES 177

CLASS OF 1846

- *Mrs. Abigail Allen-Hosford
- *James Monroe
- *Francis Bates Pond

CLASS OF 1847

- *Timothy B. Hudson
- *Robert Clark Kedzie
- *Charles Henry Penfield

CLASS OF 1848

- *Matthias Day
- Mrs. Anna Mahan-North
- *Edmund Burke Wood

CLASS OF 1849

- *Edward Partridge Clisbee
- *Charles Casey Starbuck

CLASS OF 1850

- *Ferdinand Vandever Hayden
- *John Haywood

CLASS OF 1851

- *Jacob Dolson Cox
- *John Millott Ellis

CLASS OF 1852

- *Daniel Newcome Bordwell

CLASS OF 1853

- *Alexander Bartlett

CLASS OF 1854

- *Edward Alfred Beecher
- *William Dickey Gunning

CLASS OF 1855

- *Miss Almeda Ann Booth

CLASS OF 1856

- John Guiteau Welch Cowles

CLASS OF 1857

- *Erastus Milo Cravath
- *Abel Hastings Ross

*Deceased

SUPPLEMENTARY REPORTS

CLASS OF 1858

*Thomas S. Brown
Samuel Jay Buck
John Horace Crum
Leroy Warren

CLASS OF 1859

*Edward Huntington Merrell
*William Douglass Scrimgeour
George Frederick Wright

CLASS OF 1860

Elihu Cooley Barnard
Philip Cornelius Hayes
James Hayes Laird

CLASS OF 1861

Mrs Marietta Day-Disbrow
*Mrs. Julia Hosford-Merrell
*Carlos Albert Kenaston
William Wirt Kinsley

CLASS OF 1862

*Orlando Park Brockway
Howard A. Burrell
*George Thompson Fairchild
*James Brainard Taylor Marsh

CLASS OF 1863

*William Martin Ampt
*John Milton Atwater

CLASS OF 1864

*George Rodney Morgan
Chauncey Northrup Pond

CLASS OF 1865

*William Kincaid
*Theodore Wilder
*Albert Allen Wright
*Walter Eugene Colburn Wright

CLASS OF 1866

*Miss Anna Eugenia Felicia Morgan
Miss Helen Clarissa Morgan
William Henry Ryder

*Deceased

CLASS OF 1867

Roselle Theodore Cross
John Gaius Fraser
John Jeffers
Peter Henry Kaiser

CLASS OF 1868

Cornelius Beach Bradley
Frederic Wyett Fairfield
*Miss Hannah Smith Morgan

CLASS OF 1869

William Cox Cochran
John Howard Ford

CLASS OF 1870

James Fairchild Baldwin
*Miss Frederika Bremer Hull
Miss Harriet Louise Keeler
*Claudius Lovel Parker

CLASS OF 1871

*George Little Atkinson
*Azel Farnsworth Hatch
Charles Henry Hulburd

CLASS OF 1872

Theodore Elijah Burton
Samuel Elijah Eastman
Lyman Bronson Hall
*Mrs. Sarah Morgan-Fraser
Joel Frederick Vaile

CLASS OF 1873

Cyrus Grandison Baldwin
Samuel Silonas Cryor
Alexander Hadden

CLASS OF 1874

Mrs. Fanny Rice-Smith
Albert Temple Swing
James Harvey Teller

CLASS OF 1875

David Hadley Flett
Jerome Dolson Mills
John Fisher Peck
Merritt Starr

*Deceased

SUPPLEMENTARY REPORTS

CLASS OF 1876

Edwin Kellogg Fairchild
William Goodell Frost
Sylvanus Converse Huntington
*Edward Joseph Malle
Charles Beebe Martin

CLASS OF 1877

George Edward Crane
Herbert Delos Goodenough
Charles Edwin Monroe

CLASS OF 1878

William Elliott Barnhart
Irving Wight Metcalf
Wesley Maier Stover
*Geordie Zeno Whitney
Francis Albert Wilcox

CLASS OF 1879

Wilbert Lee Anderson
Mary Emily Case
Henry Churchill King
Mrs. Alice Mead-Swing

CLASS OF 1880

Mrs. Ida Beagle-Mosher
Mrs. Lydia Cone-Curtis
David Alexander Haylor
Mrs. Susan Kendall-Blanchard
Mrs. Nettie Munson-Warner

CLASS OF 1881

Harriett Eliza Cushman
Edward Thomson Harper
Archibald Eugene Thomson

CLASS OF 1882

Oliver Earle Hotchkiss
Mrs. Mary Hubbell-Willard
Charles Albert Judson
Mrs. Lizzie Peck-Matter

CLASS OF 1883

Josephine Laura Fish
Adeline Belle Hawes
Myra Jane Howes

*Deceased

Florence Nightingale Jones
Mrs. Janet McKelvey-Swift
*Charles Walter Purple
Mary Lucinda Regal

CLASS OF 1884

Mary Lovina Atwood
Mrs. Lucy Langdon-Burwell
Sarah Luella Miner
Frank Louis Van Cleef
*Alice Younglove

CLASS OF 1885

Frederick Anderegg
Mrs. Olive Atwood-Humphrey
Marston Stanley Freeman
John Milton Putnam Metcalf
Philo Perry Safford

CLASS OF 1886

Mrs. Louise Brice-Jones
Mrs. Mary Clark-Child
Robert Almer Harper
Rosa Maritta Thompson

CLASS OF 1887

William Embert Chamberlin
*Mrs. Adell Holliday-Hauser
Mrs. Anna Vetter-Bassett
Worrallo Whitney

CLASS OF 1888

*Mrs. Hettie Carpenter-Morse
Frank Luther Case
Mrs. Agnes Fairchild-Kirshner
Albert Marion Hyde
Mrs. Mary Ingraham-Heyward

CLASS OF 1889

Barbara Isabella Buchanan
Fred Eugene Leonard
Harvey Price Moyer
James Brady Smiley
Frederic Floyd Thwing

CLASS OF 1890

William Mason Bennett
Eugene Howard Harper

*Deceased

SUPPLEMENTARY REPORTS

Pitt Gordon Knowlton
George Barr Laird
Mrs. Annie Mannington-Wheelock
Mrs. May Marks-Atwater
Mrs. Louise Pond-Jewell

CLASS OF 1891

Edith Margaret Clarke
Frances Juliette Hosford
Robert Andrews Millikan
Henry Titus West
George Durand Wilder

CLASS OF 1892

William Trumbull Holmes
Mrs. Clarissa Pendleton-Brown
David Peter Simpson

CLASS OF 1893

Mrs. Mary Bennett-Durand
Henry Chandler Cowles
Edward Dana Durand
George Warren Hinman
Susan Fidelité Hinman
Paul John Mohr

CLASS OF 1894

Mrs. Grace Fraser-Waugh
Emma Gillis
Elmer Perry McClure
Josephine Alberta Robinson
Lucy Lamb Wilson

CLASS OF 1895

Ida Catherine Allen
*Mrs. Susan Currier-Ornes
Charles Francis McClure
Ozro Robinson Newcomb

CLASS OF 1896

Bessie Minerva Avery
Harriet Edna Chamberlain
Robert Henry Cowley
Jane McCartney Doren
Ethelbert Vincent Grabill
Asa Strong Hardy
Henry Joseph Haskell
Mary Josephine Nelson
Edward Henry Rhoades, Jr.

*Deceased

FACULTY OF THE COLLEGE OF ARTS AND SCIENCES 183

CLASS OF 1897

William Leon Dawson
Mrs. Grace Erwin-Curtiss
Clayton King Fauver
Florence Mary Fitch
Louis Eleazer Lord
Edward Alanson Miller
Harriet Evelyn Penfield
Mrs. Claire Rudd-McDonald
Mrs. Mary Sheffield-Stelle
Ella Maria Stanley
*Thomas Maynard Taylor
Mabel Pearl Wetterling

CLASS OF 1898

Charles Zimmerman Aughenbaugh
Mrs. Nellie Bowen-Campbell
Ralph Loren Cheney
George Harrison Durand
Mrs. Anna Fairfield-Stuart
Helen Topping French
Mrs. Elinore Jones-Seaman
Herbert Leslie Oviatt
Edith Margaret Penfield
Lucien Thompson Warner
Mrs. Edith Whiting-Thatcher

CLASS OF 1899

Gustavus Adolphus Anderegg
Jessie Anna Caughey
Mary Alice Cooledge
Abba Durant Harrington
Mrs. Charlotte Harrington-Dutton
Mary Eliza Hosford
Clarence Chrisman Johnson
George Grant Life
Mrs. Frances Partridge-Lord
Mrs. Theodosia Savage-Hawley
Mrs. Alice Sinclair-Dodge
Esther Cochrane Ward

CLASS OF 1900

Mrs. Edith Bloom-Immel
Burton Ralph Cole
Lidie Harrold
Russell Parsons Jameson
Joseph Richardson Miller

*Deceased

SUPPLEMENTARY REPORTS

Mrs. Rose Munger-Oviatt
Mrs. Mary Shurtleff-Storey
Mary Emily Sinclair
Mrs. Florence Voorhees-Phinney
Mrs. Helen Wright-Dutton

CLASS OF 1901

Mrs. Alice Fairfield-Saam
*Mrs. Rena Gridley-Pettibone
Anna Lucille Holding
John Mercer Langston
Joseph Mayo Metcalf
William Moreton Owen
Mary Savage
William Barton Simcox
Charlene Edna Sperry
Seeley Kelley Tompkins

CLASS OF 1902

Iva Irene Brown
Mrs. Alice Charles-Reid
Mrs. Nora Eade-Chapman
Myra Olive Godfrey
Roy Vernon Hill
Mrs. Cecil Johnson-Harpham
Margery Strong
Helen Eliza Sweet
Florence Louise Westlake
Mrs. Mabel Wright-Barton

CLASS OF 1903

Mrs. Katharine Crafts-Adams
Mrs. Anna Cady-McKenzie
Mrs. Alice Carey-Strong
Dahl Buchanan Cooper
Mrs. Alice Francis-Judd
Hattie Maude Henderson
Mrs. Mabel Jones-Broadus
Harry Luke Marsh
James Blaine Miller
Mrs. Nellie Parsons-Wright
Emelyne Foster Peck
Mrs. Anna White-Tenney
Frank Walter Vincent

*Deceased

FACULTY OF THE COLLEGE OF ARTS AND SCIENCES 185

CLASS OF 1904

Genevieve Brandt
Ernest Barrett Chamberlain
William Henry Chapin
Anne Elizabeth Fulton
Edna Cyrena Grant
Agnes Louise Griswold
Bertha Hatch
James Seymour Luckey
Mrs. Ruth Mosher-Place
Alma Gracey Stokey
Herbert Arthur Sturges
Frank Chapman Van Cleef

CLASS OF 1905

Edna Malvina Barrows
Mrs. Marion Bissell-Webb
Alta Roberta Blood
Helen Imogen Clouse
Opal Celia Francis
William Floyd Harris
Ida Barnett Hull
Florence Leona Page
Raymond Fridman Rice
Mary Elizabeth Rodhouse
Ross Warren Sanderson
Kathleen Senton
McConnell Shank
Anna Louise Strong
Mrs. Ruth Haynes-Warth

CLASS OF 1906

Walter Ransom Barrows
Francis Easton Carr
Helen Finney Cochran
Anna Beatrice Doerschuk
Alice May Durand
Trafton Mickelwait Dye
Mrs. Edith Francis-Shahan
Lucy Jane Hopkins
Ethel May Kitch
Edwin Evan Miller
Maude Alberta Parmelee
Mary Martin Porter
Rose Estelle Rudin
Helen Justine Spangenberg
Ruth Keeler Todd
Radoslav Andreieff Tsanoff
Carl Burghardt Wilson

SUPPLEMENTARY REPORTS

CLASS OF 1907

Mrs. Emily Ainsworth-Heald
Bertha Cornelia Clarke
Helen House Cook
Wynn Cowan Fairfield
Walter John Gifford
Mrs. Helen Hall-Rogers
Edward Thornton Heald
Mrs. Julia Hocking-Trueman
Florence Gertrude Jenney
Katherine Kahley
Mrs. Cora Lane-Betts
Harley Leist Lutz
Ruth Azniv Parmelee
Frances Phillips
Mrs. Amy Shuey-Bookwalter
Mary Frances Stone
Mrs. Mabelle White-Cleverdon
Ruth Yost

CLASS OF 1908

Elizabeth Jane Allen
Arthur Eugene Bradley
Anna Frances Brodnax
Helen Barbara Brown
Mrs. Lenna Cheesman-Johnson
Josephine Mary Goodall
Lulu Houser
Lou Lyon Jennings
Stanley Burns Kent
George Perry Metcalf
Laura Celestia Perry
Mary Ellis Purcell
Mrs. Edith Putman-Horner
Robert Hughes Rice
Bertha Mabel Rogers
John Alexander Steele
Genevieve Mae Todd
Mabel Gertrude Whiting

CLASS OF 1909

Georgia Louise Andrews
Alice Irene Blackmore
Ralph Burroughs
Wilbur Greeley Burroughs
Zada Aurelia Curtiss
George Sherman Dickinson
John Doane, Jr.
Joel Babcock Hayden

FACULTY OF THE COLLEGE OF ARTS AND SCIENCES 187

Edna Lane
Bessie May McClure
Edith Nash
Florence Irene Otis
Emerson Mears Parks
Oliver Martin Sayler
Alma Schultz
Frederick Henderson Sterns

CLASS OF 1910

Laura Magdalena Anderegg
Emma Augusta Bailly
Leonard Jacob Christian
Ruth Easton
Edith Dora Goodenough
Clayton Morgan Howe
Elizabeth Hughes
Mary Ellen Hull
Electa Dorothea Johnson
Florence Kent
Clara Helen Leffler
Arnaud Cartwright Marts
Zoe Catherine Marts
Anna Barnes Osborn
Cora Aileen Pickett
Mabel Viola Rhodes
Flora Lucée Scott
Faith Williams Smith
Howard Taylor Smith
Carl Dean Wells
Marguerite Jessie Wenk

V. IMPORTANT COLLEGE FACULTY ACTIONS

October 14th, and at numerous other special and regular meetings until November 5th, the faculty continued the discussion of the report on "Tests of College Efficiency."

On November 16th, voted to refer to the committee on Course for investigation and report the question as to whether it is wise to have certain courses in the college full-year courses, with no credit for the first semester unless the second semester is completed, in place of the present arrangement by which all courses are on the semester basis.

On December 9th, a committee was appointed to act with a similar committee of the trustees to consider the questions raised

by Dr. Bradley's paper presented to the trustees at the November meeting.

On December 21st, voted that Freshmen and specials of Freshman rank, in the College of Arts and Sciences, shall not be eligible to represent the institution on the Glee Club, Intercollegiate Debate teams, or as representatives in the Northern Oratorical League.

On February 1st, the Committee on Additional Work was asked to investigate and report upon the advisability of a higher requirement for graduation than a mere passing grade in each course.

On February 1st, the Committee on Schedules was asked to arrange for a rotation of final examination periods.

On April 12th, it was voted that in determining averages for the election for candidates to Phi Beta Kappa the ranks be determined by averaging the work pursued to the end of the first semester of the senior year, disregarding seminar courses in the case of seniors in which reports are not handed in at the time when the averaging is done.

On April 19th, a committee was appointed to consider the science electives in the Freshman year. This committee reported May 24th with the following recommendations which were adopted:

1. That the science option shall remain in force for Freshmen, but that the former requirement for a science course in the Sophomore year be restored.

2. That the introductory course in Chemistry be changed to a four-hour course corresponding with the preliminary courses in Botany and Zoology.

3. That in all the science courses a uniform standard be adopted requiring three hours of laboratory work for one hour of college credit.

4. That the Prudential Committee be urged to provide sufficient microscopes for the department of Botany to allow the use of all the available space in the Botanical laboratory.

5. That prerequisites of entrance upon a course may be enforced only when these prerequisites have been published in advance in the catalogue announcements of the course.

6. That the course in Ancient History and in European History be not regularly open to Freshmen, but that students of Freshman rank presenting two or more units of entrance credits in

History and Civics, and who desire a general knowledge of Ancient or European History as preparation for more advanced work, may apply for special permission to enter one of the following courses: Greek History, Roman History, Medieval History, Modern History.

Subsequently, at a meeting on June 7th, the Science Division Committee reported as a modification of the three recommendations adopted above, the following:

1. That one hour of class room work plus a period not in excess of two hours of preparation be given one hour of credit.

2. That three hours of laboratory work be given one hour of credit. Adjustments between reading and laboratory work shall be made as circumstances may require.

On May 3rd, and at one or two subsequent meetings, the question of the wisdom of offering year courses with no credit for first semester unless followed by the second semester's work was considered, resulting in the following vote: That requests for the organization of courses as year courses shall be subject to the approval of a committee and of the faculty. A special committee for this purpose having been appointed on May 24th, upon recommendation of this committee the following courses were approved as year courses:

New Testament	Professor Bosworth
Elements of Hebrew	Professor Fullerton
English Composition, 9 and 10	Professor Sherman
French, 1 and 2	Professor Wightman
German, 1 and 2	Professor Mosher
Elementary Greek	Professor Lord
Geology, 1 and 2	Professor Branson
Zoology, 1 and 2	Professor Metcalf
Music, 3 and 4, (History and Criticism)	Professor Dickinson
English Literature, 31 and 32	Professor Sherman
Economics, 1 and 2	Professor Wolfe

On May 25th, voted to provide a new form of registration card for Freshmen to contain merely the Freshman studies with extra space for only one additional subject, the cards to contain a warning that the permission of the Committee on Additional Work and Substitutions must be secured before the student elects any sub-

ject not listed among the group of Freshman electives; that classification as "special student" will be insisted upon if more than one Freshman study is omitted.

On May 25th, upon recommendation of the special committee appointed to consider the disposition of the rooms in Peters Hall to be vacated by the Men's Societies, it was voted:

"That the Department of Psychology may have the use of the rooms now occupied by Alpha Zeta and Phi Kappa Pi Societies; that the room now occupied by Phi Delta Society be assigned to the Department of Physics, it being understood that the Department of Physics will vacate Room 41 on the second floor, if necessary; it being further understood that if Room 41 is released later from recitation purposes, it will revert to the Department of Physics."

On June 7th, upon the recommendation of the special committee on the Men's Building, it was voted:

1. That the administration of the Men's Building be in charge of a committee of five, chosen as follows: one to be chosen by the Prudential Committee, two to be chosen by the faculty, two to be chosen by the Student Senate.

2. That application for rooms shall be made to the Secretary of the college and acted upon by this committee.

VI. MATERIAL FACILITIES

No additional rooms were available during the present year for use by the College of Arts and Sciences, while the number of classes to be provided with recitation rooms increased from 350 to 389. The Committee on Schedule has a most difficult task in endeavoring to provide for the work which the growth of the college makes necessary. Besides the full use of Peters Hall, classes were held last year in all the recitation rooms of Spear Laboratory, the Geological Laboratory, the Chemical Laboratory and Sturges Hall, and in addition in several recitation rooms of Council Hall, and in some of the seminar rooms of the Carnegie Library. During the year which has just begun, it has been necessary to take the Senior Bible to the chapel and to rent the James Brand House from the First Church for the Freshman women's Bible class. Obviously additional recitation rooms should be provided at once. Many of the rooms now used are inadequate. Lan-

guage classes must be held in rooms where blackboard facilities are limited, and where it is impossible to give the students satisfactory drill in the writing of sentences. The same difficulty arises with classes in Mathematics. The usefulness of the seminar rooms of the library is being greatly hampered because of the classes which must meet in them. The simplest plan of providing immediate relief for this situation would seem to be by the erection of a Physics Laboratory. The Department of Physics now occupies six rooms in Peters Hall which would be entirely acceptable for recitation purposes. The donor of a Physics Laboratory would have the satisfaction, therefore, not only of providing such quarters as a modern Physical Laboratory demands, but also of relieving the college for a period of years from the necessity of a new recitation hall. I, therefore, venture to urge that a Physics Laboratory be given a prominent position in the list of immediate needs of the college.

It should not be thought, however, that the relief thus obtained, or to be obtained by the erection of other science buildings, is likely to prevent the need of a second recitation building for the College of Arts and Sciences. Before many years such a building should be erected and, when erected, should be equipped with rooms, *en suite*, so that consultation rooms for members of the faculty, and rooms for department headquarters may be abundantly provided. The report of Professor Sherman, of the English Department, emphasizes in a concrete way this necessity, and shows the possibilities of increased personal touch between the faculty and students which might come as the result of providing such departmental offices.

VII. NEEDS

Other needs of the Colleges of Arts and Sciences are:

1. As soon as the budget will warrant it, a fund should be provided for each department from which needed equipment can be obtained. Not only is there at present no provision for maps, charts and similar needful accessories of the classroom, but there are a thousand minor ways of developing a department, such as the provision of departmental lecturers, the installation of a stereopticon and the purchase of slides, for which there is, at present, no fund available. It would seem that the custom in other institutions of having such a departmental fund for the payment of

such current expenses as are necessary for the wise development of the department should be introduced in Oberlin for all departments as early as possible.

2. Additional endowment for the increase of salaries. I am aware that with the completion of the Half Million Fund it is expected to increase the salaries of full professors by \$200 and of associate professors by \$300. This, however, will be no real advance because it will represent no more than the actual increase of living expenses. After this increase is made, the salaries of associate professors will be only \$1,500, and of the older college professors only \$2,200. The increase in the cost of living makes it imperative that these salaries should be raised to \$1,800 and \$2,500 immediately if the teachers are not to be seriously inconvenienced. During the past year, we lost one of our best men from the college department because he found it impossible to maintain his family upon the salary which we offered. There will be other instances like this if the salaries are not rapidly increased.

3. Additional endowment for the college department, not for the introduction of new work, but for the better development of the work which is now attempted. The reports of Professors Wolfe and Stetson in which the division of classes heretofore handled in large groups into small sections is urgently pressed, emphasize this need and the relief desired can only be brought about by securing additional endowment. The desirability of such a step would seem to make the effort after additional endowment quite justifiable.

4. Additional endowment for beneficiary aid. When one considers the very large percentage of students in the College of Arts and Sciences who are dependent entirely or in part upon their own exertions for their college course, it seems imperative that our funds for beneficiary aid be greatly increased. A comparison of the treasurer's reports of a number of the leading colleges of the country leads me to believe that in the majority of the colleges of our rank the income available from beneficiary funds in the College of Arts and Sciences is usually equal to about 25% of the income from tuition; in Oberlin it is less than 7%, while the percentage of students worthy to receive such aid is very great. As one who has occasion to employ a considerable number

of student assistants, I have had considerable opportunity to see, from the student standpoint, the financial perplexities and struggles under which many of our students labor. I trust that this need may be so emphasized in the presentation of our needs to our friends of the college that we can soon give very much needed relief to this class of worthy students.

5. Other needs such as establishment of lectureships, graduate fellowships, merit scholarships, etc., have been repeatedly emphasized in your reports and need not be again mentioned here.

6. The pressing need of a Physics Laboratory has been mentioned in a previous paragraph. The Botanical Laboratory, for which provision is made in the Half Million Fund, will, I hope, be a reality within the next year or two. Not only is the department most inadequately housed in the present wooden building but the fire risk in such a building is, of course, very great. The experience of a year ago, when a certain destructive beetle, imported with a case of poisonous plants, brought great destruction to the herbarium, is an additional line of argument for such a building. Having accepted from Mrs. Spencer the very valuable Dascomb Memorial collection of Central European plants, we should house this, and our very large and valuable herbarium, in a fireproof building and in a building capable of fumigation for the destruction of insect pests as soon as possible. An added argument is that with the completion of the chapel and the Men's Building, it is more than ever important that the Lincoln house should be removed as soon as possible.

I cannot close this report without taking the opportunity, in behalf of myself and my colleagues in the College of Arts and Sciences, to express the gratitude of every member of that faculty for the very valuable service rendered during the past year by Professor Charles B. Martin as vice-chairman of the college faculty. His faithful, wise and fair-minded care for the interests of the department during the year deserves this especial mention, and has been gratefully appreciated by every member of the faculty.

Respectfully submitted,

AZARIAH S. ROOT.

REPORT OF THE DEAN OF COLLEGE MEN

To the President:

SIR—The enrolment of men in the college department for the year 1909-1910 was 395, classed as follows:

Graduates	7
Seniors	85
Juniors	61
Sophomores	99
Freshmen	133
Special Students	10
	—
	395

This is an increase of 35 on last year's total, a gain of nearly 10% on last year's enrolment.

It is interesting to note that the senior men numbered 85. There were but 77 men in this class as Sophomores, this number increased to 79 in the Junior year, and received a further increase of 6 in the Senior year.

The Freshman men again show a decided increase, an enrolment of 133, which is a gain of 9 over the previous year. The record of 1908-09 was 124, which in its turn was a gain of 16 over the largest previous record.

The enrolment of Freshmen men for the past nine years has been as follows: 83, 85, 94, 85, 89, 108, 98, 124 and 133. The enrolment of Freshman men this fall is 124, exactly the same as at the corresponding time last year.

Losses During the Year

Twenty-five men left college during the year, classed as follows:

Freshmen	13
Sophomores	6
Juniors	3
Seniors	3
	—
	25

The reasons for leaving were as follows:

Hygienic reasons (illness, operations, poor eyes, etc.)	6
Business reasons and lack of money	10
Dropped. Disciplinary reasons and poor scholarship	4
Sent to Academy because of lack of preparation.....	1
Death in family	1
Returned home after registering before commencing work. Home sickness, dissatisfaction, etc.....	3
	—
	25

Five of these men have re-entered the institution this fall so the actual loss is 20 rather than 25.

The greatest loss was, as might be expected in the Freshman class, 13 of this number being Freshmen. This includes 3 men who left immediately after registration, and never really entered on the work of the college. Eighteen of the 25 men left during the first semester.

Losses at End of Year

Twenty men left Oberlin at the end of the year to attend other institutions. The institutions to which these students are going, and the reasons for their change, so far as known, are as follows:

Armour Institute	1	Technical work.
University of Wisconsin	1	Technical work.
Case School of Applied Science....	2	Technical work.
University of Missouri	1	Technical work.
University of Michigan	1	Technical work.
Ohio State University	3	Technical work.
University of Minnesota	1	Technical work.
Rollins College	1	Opportunity to coach and pay expenses.
Western Reserve University	1	Death of father. Necessary to be at home.
Williams	1	To attend eastern school.
Howard University	1	Financial reasons. Cheaper.
Brown University	1	To attend an eastern school.
Syracuse	1	To attend an eastern school.
University of Illinois	1	Reason unknown. Entered Oberlin for only one year.

Unknown schools	2	Reasons unknown.
Catholic University of Washington	1	To attend a Catholic school.

20

It is worth while calling attention again to the fact that just as last year, at least half of these cases must not be regarded as losses, but as men whom Oberlin gained during their Freshman and Sophomore years, while they were preparing for advanced standing in technical schools, or in other colleges. That is over half this number definitely planned before entering Oberlin to take a portion of their work elsewhere, but entered for the earlier part of the work here because of certain advantages that Oberlin afforded.

Oberlin received as an offset to this loss to other schools 22 men who have entered Oberlin this fall with advanced standing from other institutions, the gain outnumbering the loss by two.

The institutions from which these men came are as follows:

Allegheny College	1
Amherst College	1
Beloit College	2
Bethany College	1
Bethel College	1
Bradley Polytechnic	1
Columbia University	1
Doane College	1
Gettysburg College	1
Houghton Seminary	1
Heidelberg Ober-realschule	1
Kalamazoo College	2
Lawrence University	1
Lewis Institute	1
Ohio State University	1
Ohio Wesleyan University	2
Syracuse University	1
University of Washington	1
Wittenberg College	1

22

The total losses of men at the end of the year, who were in actual attendance last year and who would, under ideal conditions, be enrolled this year, are as follows:

To enter other institutions	20
Working, earning money to return....	10
To enter business	4
Dropped. Poor scholarship	1
To study music	1
Married	1
Sickness	1
Financial reasons	1
Unknown	6

45

If to this number the 25 are added who left school during the year it gives an apparent loss of 70. The number, however, is not actually quite so large, as five of the men who dropped during the year are enrolled this year, and 2 of the men were seniors whom we should not expect to have in school this year if they had continued.

Under ideal conditions, if there were no losses we might expect the following numbers from last year's classes to be in school this year. The classes and numbers follow:

1909-10

Juniors	61
Sophomores	99
Freshmen	133
Special students	10

303

Sixty-three of this number are not enrolled this fall, a loss of 20 $\frac{4}{5}$ %. These men were classed as follows:

Percentage loss by classes		
Freshmen	30	22.7
Sophomores	22	22.0
Juniors	7	11.5
Specials	3	30.0

63

There was also a loss of 3 men from the Senior class, or 3.5%. Losses of this character were the subject of inquiry in a joint committee of the faculty and trustees last year. This inquiry was instituted in the Board of Trustees because of a belief on the part of some that the percentage of loss was higher than normal, and that it was largely the direct result of class and examination failures.

The Committee investigated the percentage of loss in a considerable number of institutions east and west, and was satisfied that Oberlin's percentage of loss is under rather than over the average.

A careful record of the individual reasons for leaving, running through the past seven years, convinces me that there are perfectly legitimate reasons for a loss of 20% per cent at least, from the freshman class, and perhaps somewhat more than that.

Oberlin is guarding against these losses carefully, but it must be recognized that out of 130 men entering as freshmen there will probably be a few who are undesirable, and whose influence for evil more than counterbalances any good influence that the College may bring to bear upon them. There will also be a few who either have not the preparation or the intellectual equipment to take a college course. It is a mistaken idea that a college course is a necessary thing, or even the best thing for every one who enters college. There will also be a few cases of sickness, of parents determining to use the son in business, and other cases of similar nature. The wonder really is that so many persist in spite of financial handicaps and scholastic difficulties until the degree is attained. Any system of education that is worth anything must be also to some degree a system of elimination, and while the elimination ought not to be emphasized it must be recognized. The elimination is because of circumstance and fitness as well as through scholastic difficulties.

The year has been an uneventful one so far as the personal work of the Dean's office is concerned. There has been a gratifying attitude of loyalty to the institution that has helped to make the work a pleasure.

Addresses to Men

Early in the year arrangements were made for a series of special addresses to the Freshman men. Four of these talks were given. The speakers and subjects follow: Dr. F. E. Leonard.

Personal Hygiene. Dean E. I. Bosworth, Social Acceptability. Professor Azariah Root, Librarian, How to Use a Library. Professor E. A. Miller, How to Study in College. These talks were arranged in connection with the Freshman Bible Class conducted by Professor William Hutchins.

The points brought before the men in these talks can not fail to be of assistance. The work done by Professor Hutchings in this class seems also to be of high value for young college men.

The Honor System

The students have had their first year under the honor system. All student opinion that has reached the Dean has been emphatic in its declaration that it is a distinct improvement over former conditions. Two things are essential to its success—Faculty support and coöperation, and a constant attempt on the part of the upper classmen to impress the ideal for which it stands upon the incoming classes.

Chapel Attendance

The student senate investigated during the year the chapel attendance among the men. After keeping tally for some time they decided the attendance was 59% to 60% of the number that ought actually to be in attendance. It was their conclusion that the average was brought down, not by the occasional absence of those who attend, but by a considerable number who regularly absent themselves. I have felt for some time that a proctored system of chapel attendance is necessary if we are to keep our regulation unchanged. While I should in many ways regret the proctoring of a service such as our chapel affords, it seems to me a better thing than neglecting an absence of 40% or so of those expected to attend.

Men's House-Organizations

It has been thought by some that the past year has seen a move toward the organizations of fraternities among groups of college men. A few years ago permission was given to two groups of men to associate in renting and furnishing two houses for their own use. It has been in these groups that the tendency has been most noticed, together with one or two groups organized for social purposes. One of the latter organizations, however, embraces a number of the younger business men of the town as well as college students. With the coming of the Men's Building it seems that such

organizations might properly cease. Until some such center was furnished for the interests of the men, it was only natural that there should be a desire among some to associate more closely than our facilities permitted. The rooming places for college men last year numbered 202. With an enrolment of 395 men and with 202 distinct rooming places, it will be seen that any close affiliation was rendered difficult. That difficulty no longer exists. The Men's Building furnishes opportunity for close fellowship among the seventy or so men who will room there, and also furnishes the natural social center for all the men of the institution.

The Race Question

Attention has doubtless been called by others to the wide notice given last year by the press of the country to the colored situation here. It seemed to me at the time and still seems that the situation was interpreted as being much worse than the facts warranted. It is my firm belief as chairman of the Athletic Board that colored men are accorded every privilege and opportunity given to white students, so far as either the management or the teams are able to control the situation. The situation in the Literary Societies requires patience and common sense upon *both* sides. Each generation of students needs educating in certain great ideals, and it is through a patient education in these that the solution will be found.

Student Finances

Toward the last of the year committees were appointed independently by the Student Senate and by the College Faculty to consider the question of establishing some common system of auditing and book-keeping for all student officers who have funds to handle, including the class treasurers. These two Committees system be worked out by Mr. Thurston of the Treasurer's office, and that it be put in operation this year. Such a system is needed to united in their work and recommended that the details of such a remove temptation from those to whom the handling of several hundred dollars with no system of checking is a temptation, to prevent errors, and to give training in systematic business methods. It would seem that it might be well to go one step further and ask that all funds collected for student organizations be paid into the Treasurer's office and checked out from there.

Social Life

The social gatherings with the Freshmen were continued during the year. In the absence of the President, Professor Root, Chairman of the Executive Committee, united with Professor Hutchins and the Dean of Men in meeting all the men of the Freshman class at dinner, in groups of ten or a dozen.

Death

I regret to report the death of Frank P. Stone, of the junior class, who died Saturday, October 30th, 1909, at the Oberlin hospital.

Respectfully submitted,

E. A. MILLER,

REPORT OF THE DEAN OF COLLEGE WOMEN

To the President:

SIR—The enrolment of women in the College of Arts and Sciences for the academic year 1909-10 was 587, as follows:

Graduates	14
Seniors	92
Juniors	116
Sophomores	121
Freshmen	196
Special Students	48
	—
	587

To this total should be added 70 women in the Department of Drawing and Painting, and 25 in the Summer Session not elsewhere enrolled. Of the Art students, most are connected with the Kindergarten Training School or are living in Oberlin with their parents, but 10 were under my care, as students from abroad. The loss of students is slight except between the Freshmen and Sophomore years, where it is usual that a considerable number drop out, generally because of a previous plan to spend only one year here.

Two cases of somewhat serious discipline have occurred in this department, but neither has required official action by the Women's Board. One young woman was withdrawn by her mother, and the other was suspended by the Faculty upon recommendation of the Women's Honor Court on account of dishonesty in examinations.

For some years there has been a growing feeling that another women's literary society was needed, as the three existing ones could not receive all who wished to do such work without too great an increase of size to be desirable. After conference with the Women's Senate and a committee from the three societies, measures were taken last spring for the formation of the new society. The details of the organization were completed before commencement, and this fall Sigma Gamma has begun its regular literary meetings. Thirteen charter members returned to college and seven have since been

added. The Faculty welcomes it most cordially and the members are taking up their work with enthusiasm.

During the fall term, it was my pleasure to represent Oberlin at the inauguration of Miss Vivian B. Small, as President of Lake Erie College in Painesville, and to welcome her to the Ohio fellowship of college women; also to attend the annual convention of the Association of Collegiate Alumnae in Cincinnati and in connection with that, address the students at the Western College for Women at Oxford, and a group of the young women of Oxford College.

Respectfully submitted,

FLORENCE M. FITCH.

REPORT OF THE CHAIRMAN OF THE COMMITTEE ON ADMISSION

To the President:

SIR—This report includes only those matters directly connected with my work as Chairman of the Committee on Admission to the College of Arts and Sciences. For the other work of the Secretary's office, reference is made to page 97.

THE COLLEGE ENROLMENT

As a necessary introduction to the discussion of the admission and classification of new students, I present at this point the summary of the enrolment in the College of Arts and Sciences for the year 1909-10, as published in the final edition of the catalogue:

	Men	Women	Total
Graduate Students	7	14	21
Seniors	85	92	177
Juniors	61	116	177
Sophomores	99	121	220
Freshmen	133	196	329
Specials	10	48	58
	395	587	982

The great growth of the last ten years may be seen by the following comparison:

	Men	Women	Total
1900-01	197	231	428
1901-02	242	257	499
1902-03	267	311	578
1903-04	279	354	633
1904-05	294	376	670
1905-06	297	417	714
1906-07	317	485	802
1907-08	307	511	818
1908-09	360	515	875
1909-10	395	587	982

The increase of 107 during the past year is the largest gain in the history of the College of Arts and Sciences.

ANALYSIS OF THE COLLEGE ENROLMENT

The following table shows:

(1) The students who returned during the year 1909-10 after previous enrolment in the College of Arts and Sciences;

(2) The new students for whom the year 1909-10 was the first year in the College Department:

	Men	Women	Total	Per Cent of whole number
(1) Students who returned after previous enrolment in the College of Arts and Sciences—				
Enrolled, preceding year (1908-09)	239	301	540	54.99
Enrolled prior to 1908	4	17	21	2.14
	243	318	561	57.13
(2) New Students—				
Never before enrolled in any department.....	119	241	360	36.66
Enrolled previously in Oberlin Academy	31	22	53	5.40
Enrolled previously in the Conservatory of Music.....	1	6	7	0.71
Enrolled previously in the Theological Seminary	1	0	1	0.10
	152	269	421	42.87
Complete Totals.....	395	587	982	100.00

From this table it will be seen that 561 students, representing 57.13 per cent of the total, had been enrolled previously in the College of Arts and Sciences; and that 421 students, representing 42.87 per cent of the total, were new students in this department.

These percentages remain very nearly constant from year to year. On the average, 60 per cent of the students in the College of Arts and Sciences during any year are old students who have been enrolled previously in the College Department; while new students number approximately 40 per cent of the total.

CLASSIFICATION OF NEW STUDENTS

The 421 new students admitted to the College of Arts and Sciences were classified as follows:

	Men	Women	Total
Admitted as Graduate Students	1	4	5
Admitted as Seniors	4	3	7
Admitted as Juniors	4	14	18
Admitted as Sophomores	16	19	35
Admitted as Freshmen	126	193	319
Admitted as Specials	1	36	37
	152	269	421

In addition to the 319 new Freshmen shown above, there were ten others whose names were listed in the catalogue as members of the Freshman class who were Freshmen during the preceding year and failed to advance to the Sophomore class. The total number of all Freshmen as shown in the final edition of the catalogue was 329.

NEW STUDENTS: COMPARISON FOR NINE YEARS

A comparison showing the classification of new students for nine years is added at this point:

	1901 -02	1902 -03	1903 -04	1904 -05	1905 -06	1906 -07	1907 -08	1908 -09	1909 -10
Admitted as Graduate Students	0	1	5	3	1	3	3	6	5
Admitted as Seniors.....	4	6	6	5	8	2	6	6	7
Admitted as Juniors.....	6	9	13	6	14	15	16	17	18
Admitted as Sophomores.....	13	14	23	20	23	23	21	18	35
	23	30	47	34	46	43	46	47	65
Admitted as Freshmen.....	165	168	210	187	195	242	241	257	319
Admitted as College Specials..	19	33	30	40	31	36	36	43	37
Total	207	231	287	261	272	321	323	347	421

The above table shows that 65 new students were admitted with higher rank than that of Freshman. This is a very noteworthy increase over the figures for preceding years. An unusual number (10) received classification as Sophomores after previous study in

Oberlin Academy, as compared to five during the preceding year ; but after making due allowance for this larger number, there still remains a very great gain, especially in the new students admitted with advance credits.

The gains from other colleges more than balance the losses of students who leave Oberlin to go to other colleges.

STUDENTS ADMITTED TO ADVANCED STANDING

The preceding table shows that 65 new students were admitted to higher rank than Freshman. In addition to this number, three students classed as College Specials were entitled to advanced standing, and five students who were classed as Freshmen came from other colleges with some college credit in advance of the entrance requirement. Of this total of 73 students with advanced standing, 62 came to Oberlin College from 52 different colleges as follows :

Albert Lea College for Women, Minnesota.....	1
Atlanta University, Georgia	1
Baker University, Kansas	1
Belmont College, Tennessee	1
Bradley Polytechnic Institute, Illinois	1
Buchtel College, Ohio	1
Buffalo State Normal School, New York.....	1
Butler College, Indiana	1
Carleton College, Minnesota	1
Carroll College, Wisconsin	1
Central Mennonite College, Ohio	2
Cornell College, Iowa	2
Denison University, Ohio	1
Elmira College, New York	1
Greenville College, Illinois	2
Hiram College, Ohio	1
Houghton Wesleyan Seminary, New York	4
Iowa State College, Iowa	1
Juniata College, Pennsylvania	1
Keuka College, New York	1
Knox College, Illinois	1
Lake Forest College, Illinois	1
Lewis Institute, Illinois	3

SUPPLEMENTARY REPORTS

Marquette State Normal School, Michigan	1
Michigan Agricultural College, Michigan	1
Milwaukee-Downer College, Wisconsin	1
Mount Pleasant State Normal School, Michigan.....	1
North China Union College, China	1
Northwestern College, Illinois	1
Occidental College, California	1
Ohio State University, Ohio	1
Olivet College, Michigan	1
Otterbein University, Ohio	1
Pomona College, California	1
Randolph-Macon Woman's College, Virginia	1
Syracuse University, New York	2
University of Chicago, Illinois	1
University of Colorado, Colorado	1
University of Illinois, Illinois	1
University of Indiana, Indiana	1
University of Michigan, Michigan	2
University of Minnesota, Minnesota	1
University of Nebraska, Nebraska	1
University of North Dakota, North Dakota.....	1
University of Puget Sound, Washington	1
University of South Dakota, South Dakota.....	1
University of Wooster, Ohio	1
Washburn College, Kansas	1
Wellesley College, Massachusetts	1
Western College for Women, Ohio	1
Western Reserve University, Adelbert College, Ohio....	1
Western Reserve University, College for Women, Ohio	1

Ten students who were enrolled in Oberlin Academy during the preceding year were able to enter the College as Sophomores. These students did not have sufficient credits to secure the Freshman classification at the beginning of the year, but were ranked as Academy students with advanced credits, and by doing extra work during the year they were able to secure classification the succeeding year as Sophomores with deficiencies. Advancement in classification in some such way as this is facilitated by enrolment for summer work in the Oberlin Summer Session.

One student, who had spent a year in postgraduate study in one of the Illinois high schools, was able to present sufficient credits to receive classification as a Sophomore.

STUDENTS ADMITTED AS FRESHMEN AND COLLEGE SPECIALS

It is of interest to note where the new Freshmen and College Specials received their preparation for college.

Five of the Freshmen and three of the College Specials had studied in other institutions and were really of higher rank than Freshmen. One other student was given classification as a College Special, without the usual formality of an entrance paper to show previous studies. The table on page 206 shows 319 new Freshmen and 37 new College Specials, a total of 356. Subtracting the 9 students above mentioned, we have left 347 students who came to Oberlin from 214 high schools, academies, and other preparatory schools.

Forty-five schools sent more than one student. Oberlin Academy was represented by 43 students, and Oberlin High School by 29. Seven students were received from Toledo (Ohio) Central High School; six from Elyria (Ohio) High School; and four from Rayen School of Youngstown (Ohio). Nine schools were represented by three students, thirty-one schools by two students, and 169 schools by one student each.

The 214 schools which furnished new students of Freshman grade for Oberlin College were as follows:

Akron, O., High School	1
Algona, Iowa, High School	1
Allegan, Mich., High School	1
Amhers ¹ O., High School	1
Andersc ¹ Ind., High School	1
Angola, Ind., High School	1
Ashland, Wis., Northland Academy	1
Ashtabula, O., High School	2
Aurora, N. Y., Wells School	1
Bellaire, O., High School	1
Bellevue, O., High School	1
Benton Harbor, Mich., High School	1
Bergen, N. Y., High School	2

Berlin, Wis., High School	1
Berlin Heights, O., High School	1
Billings, Mont., High School	2
Birmingham, Ala., High School	1
Bismarck, N. D., High School	1
Blair, Neb., High School	1
Braddock, Pa., North High School	1
Brecksville, O., High School	1
Britton, S. D., High School	1
Brooklyn, N. Y., Erasmus Hall High School.....	1
Brooklyn, N. Y., Girls High School	1
Brooklyn, N. Y., Latin School	1
Brooklyn, N. Y., Manual Training High School.....	1
Bryan, O., High School	2
Buffalo, N. Y., Central High School	1
Buffalo, N. Y., Lafayette High School	3
Buffalo, N. Y., Masten Park High School.....	2
Byron, Ill., High School	1
Canton, O., High School	1
Carson City, Mich., High School	1
Carthage, Mo., High School	1
Chardon, O., High School	2
Chenoa, Ill., High School	2
Chicago, Ill., Austin High School	1
Chicago, Ill., Lake View High School	1
Chicago, Ill., McKinley High School	2
Chicago, Ill., Wendell Phillips High School	1
Chillicothe, O., High School	1
Cleveland, O., Central High School	2
Cleveland, O., East High School	1
Cleveland, O., Glenville High School	2
Cleveland, O., Lincoln High School	1
Cleveland, O., South High School	1
Cleveland, O., West High School	1
Cleveland Heights, O., High School	2
Clifton Springs, N. Y., High School	1
Clyde, O., High School	2
Cortland, O., High School	1
Covina, Cal., Union High School	1

Corning, Iowa, High School	1
Crete, Neb., Doane Academy	1
Crookston, Minn., High School	1
Danielson, Conn., Killingly High School	1
Defiance, O., High School	1
Delevan, N. Y., High School	1
Denver, Colo., Westminster College	1
Dillon, Mont., Beaverhead County High School.....	1
Dubuque, Iowa, High School	1
Dunkirk, O., High School	1
East Cleveland, O., Shaw High School	3
East St. Louis, Ill., High School	1
Edinboro, Pa., State Normal School	1
Elyria, O., High School	6
Erie, Pa., High School	2
Evart, Mich., High School	1
Fairmount, Ind., Fairmount Academy	1
Fergus Falls, Minn., High School	1
Findlay, O., High School	1
Fort Dodge, Iowa, High School	1
Fostoria, O., High School	2
Fredericktown, O., High School	1
Fremont, Neb., Fremont College	1
Fremont, Neb., High School	2
Gardner, Mass., High School	1
Godfrey, Ill., Monticello Seminary	1
Gowanda, N. Y., High School	1
Grand Rapids, Mich., Central High School	1
Greensburg, Pa., High School	1
Halstead, Kan., High School	1
Hamburg, N. Y., High School	1
Hancock, Mich., Central High School	2
Hillsdale, Mich., Hillsdale College Academy	1
Hoosick Falls, N. Y., High School	1
Houghton, N. Y., Houghton Seminary	1
Huntington, Ind., High School	1
Huron, O., High School	1
Ilion, N. Y., High School	1
Indianapolis, Ind., Shortridge High School	1

Joliet, Ill., High School	1
Kalamazoo, Mich., High School	1
Kelleys Island, O., High School	1
Kenton, O., High School	1
Kingsville, O., High School	1
La Junta, Colo., Otero County High School	1
Lakemont, N. Y., Palmer Institute	1
Lakewood, O., High School	2
Lansing, Mich., Michigan Agricultural College	1
Le Mars, Iowa, High School	1
Leominster, Mass., High School	1
Lewiston, Mont., Fergus County Free High School....	2
Lexington, O., High School	1
Livingston, Mont., High School	1
Lock Haven, Pa., High School	1
Lockwood, O., Greene Township High School	1
Lodi, O., High School	2
Lorain, O., High School	3
Los Angeles, Cal., High School	1
Loudonville, O., High School	1
Lyons, Iowa, High School	1
Madison, O., High School	1
Madisonville, O., High School	1
Manchester, Iowa, High School	1
Manistee, Mich., High School	2
Manlius, N. Y., St. John's School	1
Mansfield, O., High School	3
Marion, Kan., High School	1
Marion, Mass., Tabor Academy	1
Marion, O., High School	2
Marshall, Minn., High School	1
Marysville, O., High School	2
McComb, O., High School	1
Medina, O., High School	3
Miller, S. D., High School	1
Minneapolis, Minn., East High School	1
Minneapolis, Minn., West High School	1
Moline, Ill., High School	3
Monroeville, O., High School	1

Monticello, Iowa, High School	1
Morenci, Mich., High School	2
Moulton, Iowa, High School	1
Moundsville, W. Va., High School	1
Mt. Jackson, Pa., High School	1
Mt. Vernon, O., High School	2
Mt. Vernon, N. Y., High School	2
Muncie, Ind., High School	1
Newark, O., High School	2
New Castle, Pa., High School	3
New Philadelphia, O., High School	1
New York, N. Y., The Finch School	1
North Tonawanda, N. Y., High School	1
Northville, Mich., High School	1
Oak Park, Ill., Oak Park and River Forest Twp. H. S. .	2
Oberlin, O., Oberlin Academy	43
Oberlin, O., High School	29
Oberlin, O., Theological Seminary, Slavic Dept.....	1
Olympia, Wash., High School	1
Omaha, Neb., High School	3
Orland, Ind., High School	1
Ottawa, Ill., High School	1
Ottawa, O., High School	1
Ottumwa, Iowa, High School	1
Owatonna, Minn., High School	1
Parker, S. D., High School	1
Paw Paw, Mich., High School	1
Payne, O., High School	1
Phoenix, N. Y., High School	1
Pontiac, Ill., High School	1
Portland, Ind., High School	1
Portsmouth, O., High School	1
Princeton, Ill., High School	1
Providence, R. I., Classical High School	1
Pueblo, Colo., Centennial High School	1
Richfield, O., Central High School	1
Richland Centre, Wis., Richland County Normal	1
Rockford, Ill., Rockford College Preparatory Dept.....	1
Rushville, Ill., High School	1

Rutland, Vt., High School	1
Salamanca, N. Y., High School	1
Salem, O., High School	3
Salt Lake City, Utah, High School	1
San Antonio, Texas, Marshall Training School.....	1
San Antonio, Texas, Mulholland School	1
Sandusky, O., High School	2
Sandy Hill, N. Y., High School	1
Saratoga Springs, N. Y., High School	2
Scottsdale, Pa., High School	1
Seattle, Wash., Washington High School	1
Seattle, Wash., West Side High School	1
Shelbyville, Ill., High School	1
Silver Creek, N. Y., High School	2
Sioux Rapids, Iowa, High School	1
Solon, O., High School	1
Spencer, Iowa, High School	1
Springfield, Mass., American International Academy..	1
Springfield, Mass., Central High School	1
St. Clair, Mich., High School	1
Sterling, Ill., High School	1
St. Johnsbury, Vt., Academy	1
St. Paul, Minn., Central High School	1
Sugar Grove, Pa., Sugar Grove Seminary	1
Sycamore City, Ill., High School	1
Syracuse, N. Y., Central High School	1
Toledo, O., Central High School	7
Townsend, O., High School	1
Troy, N. Y., Lansingburgh High School	1
Union Springs, N. Y., Oakwood Seminary	1
Utica, N. Y., Free Academy	1
Vermilion, O., High School	1
Wadsworth, O., High School	1
Walla Walla, Wash., Pearsons Academy	1
Walton, N. Y., High School	1
Warren, Mass., High School	1
Washington, D. C., Eastern High School	1
Watertown, N. Y., High School	1
Waukegan, Ill., High School	1

Wellington, O., High School	2
Wellston, O., High School	1
Wilbraham, Mass., Wesleyan Academy	1
Willmar, Minn., High School	1
Wolverine, Mich., High School	1
Youngstown, O., Rayen School	4

It may be noted that nine years ago, in the year 1901-02, the number of schools which furnished students of Freshman rank was only 62.

Students admitted from Oberlin Academy

The Academy Department naturally stands at the head of the schools which furnish new students for the College of Arts and Sciences. Last year, as will be seen from the preceding tables, 53 students were admitted to the College after previous enrolment in the Academy Department, 43 of these being classed as Freshmen and Specials, and ten being classed as Sophomores. These 53 students represent 12.6 per cent of the total number of new students admitted. Twenty years ago the Preparatory Department furnished 75 per cent or more of the new students for the College. In the fall of 1895 the Academy furnished 94 students out of a total of 140, being 67.1 per cent. The decreasing percentage of recent years will be seen in the following table:

Year	From Oberlin Academy	Total New Students	Per Cent
1900-01	76	170	44.6
1901-02	64	207	30.9
1902-03	69	231	29.4
1903-04	69	287	24.0
1904-05	50	261	19.1
1905-06	44	272	16.2
1906-07	50	321	15.6
1907-08	40	323	12.4
1908-09	41	347	11.8
1909-10	53	421	12.6

These figures are of interest in connection with the recent discussion by the Trustees and Faculty as to the wisdom of continuing the Academy as a department of the college. Incidentally it may be

noted that even if no students had come into the College from the Academy in the fall of 1909, there would still have been an increase in the number of new students approximately as large as the normal increase of recent years.

Students admitted from Oberlin High School

Beginning with the year 1904, the graduates of Oberlin High School have been prepared for admission to the College of Arts and Sciences, and the importance of Oberlin High School as a fitting school for the College may be seen from the following table:

Year	From Oberlin High School	Total New Students	Per Cent
1904-05	20	261	7.7
1905-06	14	272	5.1
1906-07	19	321	5.9
1907-08	14	323	4.3
1908-09	40	347	12.2
1909-10	29	421	6.9

GEOGRAPHICAL DISTRIBUTION OF NEW FRESHMEN AND COLLEGE
SPECIALS

The number of new students of Freshman rank who received their preparation for college in the state of Ohio, exclusive of Oberlin Academy and Oberlin High School, was 65. New York ranked second with 42, Illinois third with 20, Michigan fourth with 15, and Iowa fifth with 11. The table which follows gives detailed information for each state:

Alabama	1	Nebraska	5
California	2	New York	32
Colorado	3	North Dakota	1
Connecticut	1	Ohio	138
District of Columbia.....	1	Pennsylvania	9
Illinois	20	Rhode Island	1
Indiana	8	South Dakota	3
Iowa	11	Texas	2
Kansas	2	Utah	1
Massachusetts	7	Vermont	2
Michigan	15	Washington	4
Minnesota	8	West Virginia	1
Missouri	1	Wisconsin	3
Montana	4		

AMOUNT OF ENTRANCE CREDITS

No student is classed as a Freshman who presents less than fourteen entrance units as defined in the college catalogue. For several years the following vote of the Committee on Admission has been in force: "That not more than sixteen units of admission credits will be granted to any student whose preparatory work in High School (or Academy) covered only four years in time." Our experience with this rule has been altogether satisfactory. In 1902-03, before the enactment of the rule, 25 per cent of the students received more than sixteen units of entrance credit. During the last few years this percentage has been less than eight per cent. In all cases where the students are allowed to retain more than sixteen entrance credits, the preparatory courses have extended over four full years and an additional year either in an academy or as a postgraduate in a high school.

The thought of the Committee on Admission in enacting the above rule was that a high school student ought to carry four subjects throughout each year of his high school course, and that where five subjects are permitted the total amount of work done by the student is probably not increased, while the disciplinary results from the studies are likely to be less valuable. If a student should present papers to our Committee showing that he had carried five subjects throughout each of three years of preparatory work, and claiming for this preparation fifteen entrance credits, our Committee would take the ground that three years of preparatory work are not to receive more than twelve entrance credits. In all of the work of the Committee on Admission the *time* element is considered of prime importance.

College credits have heretofore been allowed for excess entrance units, upon the basis of six semester hours of college credit for one unit of entrance credit. Similarly, to balance entrance deficiencies six semester hours of college credit have been counted the equivalent of one unit of entrance deficiency.

Beginning with the year 1910-11, a new method of treatment of excess entrance credits and entrance deficiencies is in force, the details of which are given on page 228.

The table on page 206 shows that 127 men and 229 women, a total of 356 students, were admitted with classification either as

Freshmen or College Specials. Two men and six women came from other colleges with advanced standing, and in the cases of four women the admission credits were irregular and were not recorded in the usual way. The preparation of the remaining 344 students (125 men and 219 women) has been carefully studied and the results are presented in the following sections. A unit of work for entrance is defined as "a course covering an academic year that shall include in the aggregate not less than 120 sixty-minute periods of class-room work, two hours of laboratory work being equivalent to one hour of class-room work." The work usually done in high school courses, thirty-six weeks, recitations five times a week, each recitation nominally forty-five minutes in length, but actually about forty minutes in length, exactly meets this definition.

Amount of Entrance Credits—Grouped

The following table shows:

- (1) The number of students who were conditioned at entrance;
- (2) The students who exactly met the admission requirements;
- (3) The students who entered with more than fifteen units of credit.

A comparison is also added with the years 1908-09 and 1903-04.

Number of Students	1909-10 Per Ct.	1908-09 Per Ct.	1903-04 Per Ct.
25 14 units	7.3	6.3	13.3
31 Between 14 and 15 units.....	9.0	11.6	23.2
53 15 units	15.4	21.1	18.0
78 Between 15 and 16 units.....	22.7	18.5	20.2
132 16 units	38.3	34.7	12.4
25 More than 16 units.....	7.3	7.8	12.9
—	—	—	—
344	100.0	100.0	100.0

Only 16.3 per cent of the students had entrance conditions. There has been a very great improvement in this respect in the last six or eight years. In 1903-04, 36.5 per cent of the students entered with less than fifteen units.

Amount of Entrance Credits—In Detail

The details of entrance credits for the 344 students are as follows :

	Men	Women	Total
14 units	12	13	25
14 1-6 units	0	1	1
14 1-3 units	3	1	4
14 1-2 units	8	8	16
14 2-3 units	1	2	3
14 5-6 units	2	5	7
15 units	15	38	53
15 1-6 units	4	3	7
15 1-3 units	3	9	12
15 1-2 units	12	29	41
15 2-3 units	8	6	14
15 5-6 units	2	2	4
16 units	47	85	132
More than 16 units	8	17	25
	—	—	—
	125	219	344

ENTRANCE SUBJECTS PRESENTED BY FRESHMEN

English. The full requirement is three units. Three hundred and thirty-seven applicants, representing 98 per cent of the entire number, met the full requirement. Two hundred and seven of this number received credits in excess of three units in consideration of preparatory work in English covering more than three years. One hundred and thirty received three units of credit, exactly meeting the requirement.

There were seven students who entered with deficiencies in English, three men and four women.

History and Civics. The minimum requirement in History and Civics is one unit. It is the preference of the Committee that not more than three units in History and Civics be allowed. Only two students failed to meet the minimum of one unit. One of these students presented no preparatory work in History; the other presented a half year of preparation. Students who present less than one unit are required to elect History courses in the College to balance the deficiency.

Fifty students presented the minimum of one unit. Two hundred and ninety-two presented more than one unit; 19 of this number presented more than three units. The average preparation is two units, and 121 students presented this amount of preparation in History. Fifty-six students presented three units.

In connection with the Outline Course in American History, offered in the year 1909-10 for the first time, it is of interest to note that 74 men and 120 women, a total of 194 students, representing approximately 56 per cent of the new Freshmen and Specials, had had a year course either in American History alone or in the combination of American History and Civics. The new course in the outlines of American History, designed for Freshmen, was elected by 37 men and 47 women, a total of 84. Fourteen other new students had had a half year of preparation in American History. One hundred and twenty-one new students, representing 35 per cent of the total, entered the Freshman class with no high school preparation in American History.

Similar facts may be of interest with reference to the Outline Course in English History, designed for Freshmen, offered for the first time in 1908-09, to be offered again during the coming year.

Nineteen men and 43 women, a total of 62 students, representing approximately 18 per cent of the new Freshmen and Specials, had had a year course in English History in the preparatory school. Forty-seven other students had had a half year of preparation in this subject. Two hundred and twenty-eight students, representing approximately 66 per cent of the total, entered the Freshman class with no high school preparation in English History.

For a number of years the catalogue has indicated a decided preference for the presentation of year courses. We have, however, continued to accept half units, when presented in addition to full units in the same group. It is of interest to note that 336 out of 344 students presented one or more year courses in the group of History subjects. Two students, as already indicated, did not present a full unit of credit and were conditioned for entrance. Six others were accepted who had not had year courses in any History subject, but presented half year courses. On the whole this showing is very satisfactory.

Whole units of credit in History courses were allowed as follows:

	Men	Women	Total
General	39	63	102
Ancient	52	85	137
Greek and Roman	19	29	48
Medieval and Modern	17	34	51
Medieval	8	7	13
Modern	4	7	11
English	15	43	62
American and Civics	62	85	147
European	0	2	2

Half units were allowed for History courses as follows:

	Men	Women	Total
Ancient	1	10	11
Greek and Roman	3	13	16
Medieval and Modern	5	9	14
English	16	31	47
American	5	12	17
Civics	10	31	41
Political Economy	6	9	15

It frequently happens that students spend a full year of preparation upon a course in History and receive either a half unit or two-thirds of a unit of credit. In 18 cases two-thirds of a unit was allowed for History subjects. In addition to the preceding assignments of credit, allowances of one-third of a unit were made in a small number of cases; usually these were cases in which half year courses in the high school were not judged to be worthy of half credits.

Only 21 students received entrance credit for courses in Political Economy. A surprisingly small number of high schools seem to be offering this subject.

Mathematics. The full requirement in Mathematics is three units, the Algebra preparation extending over at least a year and a half, the last half year being given to Advanced Algebra; the Geometry preparation includes Plane and Solid Geometry, one year being given to the preparation in Plane Geometry, and a half year

to the preparation in Solid Geometry. The full requirement of three units was met by 235 of the 344 applicants.

One hundred and nine students were admitted with deficiencies in Mathematics, 28 men and 81 women. Three men and ten women were admitted with a condition of a half unit in Advanced Algebra; 10 men and 31 women had a condition of a half unit in Solid Geometry; 8 men and 26 women entered with one unit of deficiency, consisting of both a half unit of Advanced Algebra and a half unit of Solid Geometry. Sixteen students had a very slight deficiency in Advanced Algebra, representing approximately one-sixth of a unit of work.

To assist the students in making up the Solid Geometry condition, the College is now offering courses in Solid Geometry taught by college instructors. For the coming year there are three sections promised in Solid Geometry in the first semester and one in the second. This new arrangement meets a real need, and allows the Freshmen who have not had Solid Geometry in their high school courses to make up the subject. Freshmen who enter with conditions in Solid Geometry now elect this subject in the first semester of the Freshman year, deferring the Trigonometry and the Analytic Geometry until the second semester of the Freshman year and the first semester of the Sophomore year.

In the fall of 1909 the College offered for the first time a course in Advanced Algebra, taught by a college instructor, to meet the needs of those Freshmen who entered with deficiencies in Advanced Algebra. There were 8 men and 20 women in this course in the first semester of 1909-10. The students who take Advanced Algebra in the first semester elect either Solid Geometry or Trigonometry in the second semester, and complete the Freshman Mathematics requirements during their Sophomore year.

There is an increase in the number of students who secure high school preparation in Trigonometry. The College, however, insists upon an entrance examination before the assignment of any credit for high school Trigonometry. There is an agreement by the colleges in the Ohio College Association that this will be the attitude of the colleges with reference to this subject.

Sciences. The minimum requirement in sciences is one unit. It is the preference of the committee that not more than three units of science preparation be offered. It is required that appli-

cants present at least one science course which has covered a complete year, submitting satisfactory laboratory note-books; the Committee still allows credit for term courses (one-third of a unit), and half-year courses (one-half of a unit), when these are offered in addition to full unit subjects.

There were 16 students who presented no preparatory work in sciences, 4 men and 12 women, and there were two others who presented less than a year of science preparation, a total of 18 students who entered with science conditions. Thirteen of the 18 were women. Fifty-seven students presented the minimum requirement of one unit; 56 had credits ranging between one and two units; 84 presented two units; 72 had credits ranging from two to three units; 29 presented three units. There were 28 students whose credits exceeded three units, five of these receiving four units of credit for science preparation.

The requirement that one science course be presented which has extended through a complete year was met by 289 students, representing 84 per cent. This percentage is approximately the same as for last year. Fifty-five students, 17 men and 38 women, failed to meet this requirement. It should, however, be noted that in some of these cases the student pursued a science course throughout the year, but the work done was judged worthy of less than a full unit of credit.

The following table gives information as to the presentation of year-courses in science:

Year Courses	Men	Women	Total
Physics	94	136	230
Chemistry	39	47	86
Botany	7	28	35
Zoology	7	12	19
Botany ($\frac{1}{2}$), Zoology ($\frac{1}{2}$)...	8	23	31
Physical Geography	10	10	20
Phys. Geog. ($\frac{1}{2}$), Geol. ($\frac{1}{2}$).	2	0	2

In addition to the presentation of year courses shown in the above table, fractional credits (usually half units) were presented as follows: Physics, 19 men, 25 women, total 44; Chemistry, 9 men, 10 women, total 19; Botany, 38 men, 78 women, total 116; Zoology, 7 men, 11 women, total 18; Physical Geography, 61 men, 113 women.

total 174; Physiology, 52 men, 102 women, total 154; Geology, 5 men, 14 women, total 19; Astronomy, 6 men, 6 women, total 12.

Very few high schools offer courses in Physical Geography worthy of a full unit of credit. The offering of the combination of a half year of Physical Geography and a half year of Geology seems a much more satisfactory arrangement than to make a "thin" course in Physical Geography extending throughout the entire year. A very large number of high schools, including some of the best schools in the large cities, offer combinations of half-year courses in Botany, Physical Geography, and Physiology, and as previously stated, the Committee allows credit for these courses.

Soon after the opening of the College year the laboratory notebooks which are submitted by the students to secure confirmation of science credits are examined by the science teachers. Reports are returned to this office and the estimates of the science teachers are reported back to the high schools, usually in connection with the reports of the scholarship grades of the new students for their first semester of work. This examination of notebooks is appreciated by the high schools; and in many cases the science teachers in the high schools make suggested changes in courses to strengthen them and to bring the work up to the standard of our requirements.

Languages. The minimum requirement is four units of preparation in foreign languages, of which at least two must be either Latin or Greek. Forty-six students failed to meet the minimum requirement of four units, 24 men and 22 women. Two of this number presented less than two units; 4 presented two units; 11 presented between two and three units; 12 presented three units; 17 presented between three and four units. Seventy-one exactly met the minimum of four units; 91 students presented credits ranging between four and six units; 79 presented six units; 17 presented credits ranging between six and seven units; 25 presented seven units; 15 presented more than seven units. The maximum presented was nine units.

The preference of the Committee on Admission is that students shall present four years of Latin and two years of a second language.

Seventy students presented only one language for entrance; 236 students presented two languages for entrance; 37 presented three languages; one student presented four languages.

Greek. Greek is optional. Only 25 students, 13 men and 12 women, presented entrance credits in Greek, representing 7.3 per cent. This is a loss from the preceding year when the percentage was 10.5. Six students presented a single year of preparation in Greek; 19 presented two years or more; of this number 6 presented three units of credit.

Latin. The minimum requirement in Latin is two units. Thirteen students, 5 men and 8 women, presented no Latin. Ten others presented less than the minimum of two units. The total number of students entering with deficiencies in Latin was 23, 9 men and 14 women.

Forty-one students presented two units; 83 students presented between two and four units; 193 students presented exactly four units; 5 students presented more than four units. It is the preference of the Committee that students should present four units in Latin, and it will be noted that 198 students, representing 57.6 per cent, presented this amount. The corresponding percentages for the three years preceding were 54.7 per cent in 1908-09, 58 per cent in 1907-08, and 51 per cent in 1906-07.

Students who present less than two units of Latin are required to elect work in Oberlin Academy to meet this minimum. If a student presents more than two units, but less than four units, the Committee on Admission urges, but does not require, the election of Academy courses in Latin.

French. French is optional. The total number of applicants who presented French was 68, representing 19.8 per cent. Twenty-four applicants presented one year of French, while 41 presented two years or more. The number of secondary schools which offer courses in French seems to be very small. Fifty of the sixty-eight applicants who presented French were women.

German. German is optional. The total number of candidates who presented German was 230, representing 66.9 per cent. This percentage has not varied to any appreciable extent during the last five years. The percentage last year was 67.4, and in 1904-05 it was 68.2.

Fifty-one students presented a single year of German; 141 presented two years. Eighteen students received three units of credit in German; and two students received four units of credit.

Miscellaneous Subjects. The Committee is willing to make allowances for subjects not ordinarily taught in the high school, provided the work is worthy and the certificates show that the preparation has been good. Allowances of either one-third of a unit or one-half of a unit were made in the following subjects: Commercial Geography, 11 students; Commercial Law, 3 students; Debate, 3 students; Declamation, 4 students; Psychology, 10 students; Pedagogy, 4 students; History of Education, 4 students.

Similar allowances of either one-half of a unit or one-third of a unit were made for 24 students for work in Freehand Drawing; 8 students received similar allowances for Mechanical Drawing, Manual Training, or Shopwork: one student received two-thirds of a unit; one student received five-sixths of a unit; one student received one unit; two students received one and one-half units; and one student received two and one-sixth units.

One student who had spent a year in a library training school received two and one-half credits for the work done by her in this school. One student who had completed the Slavic Course in Oberlin Theological Seminary received a unit of credit for the various subjects carried by him as a part of the Slavic Course. For the first time an allowance was made (a half unit) for the subject of Domestic Science; the student who presented this subject had spent a year in the preparation, doing work which seemed to the Committee to be thoroughly worthy of this assignment. Of course in all of these cases the assignment of credit was intended to be a part of the fifteen units for college entrance, and not for college credit either directly or indirectly.

One student received two units of entrance credit for Bulgarian; one student received a unit and a quarter for Spanish; and one student received a half unit of credit for Russian.

The general attitude of the Committee with reference to the miscellaneous subjects above mentioned is that some of the subjects do not properly belong in a high school curriculum, while others look toward the immediate preparation of the students for shopwork employment, and are not designed to prepare them for college enrolment, or to give them the usual preparatory discipline; but since these courses have constituted a part of the students' regular work in the high school, the Committee thinks that it is not unreasonable to make partial allowances of credit for them.

ADMISSION CREDITS OF CONSERVATORY STUDENTS

In accordance with the vote of the Trustees, the students of the Conservatory are now catalogued under two headings, "Students of College Rank," and "Students of Academy Rank," it being explained in the catalogue that the students of the first classification have met the literary requirements for admission to the College of Arts and Sciences, while the students of the second classification have not met these literary requirements. The general catalogue for 1909-10 contained the names of 479 Conservatory students. Of this number 363 were of College grade, the percentage being 75.8. During the last six years there has been a very striking increase in the percentage of students of College grade enrolled in the Conservatory, as will be seen by the following table:

	1904-05	1905-06	1906-07	1907-08	1908-09	1909-10
Of College Grade	97	148	195	247	325	363
Of Academy Grade	452	415	359	317	232	116
	—	—	—	—	—	—
Total	549	563	554	564	557	479
	—	—	—	—	—	—
Per cent of College Grade..	17.7	26.2	35.2	43.8	58.4	75.8

The preparatory credits of the 363 students of college grade came to me as Chairman of the Committee on Admission, and were treated in practically the same way as the preparatory credits of students in the College department. The Committee on Admission has passed the following votes with reference to the literary credits of Conservatory students: (1) that substitutions will be allowed for the half unit of Solid Geometry and the last half unit of Algebra, these substitutions to be made from other subjects regularly approved for entrance credit; (2) that there will be no releases from the minimum requirements of three units in English, one unit in History, and one unit in Sciences; (3) that there will be no releases from the minimum requirement of four units in Languages, with two of these units presented from some one Language, but the Committee will not insist that the two units be presented in Latin.

INTERVAL BETWEEN HIGH SCHOOL GRADUATION AND COLLEGE REGISTRATION

The following table gives interesting information concerning the question of the interval between graduation from the high school and registration in the College, with the corresponding figures for the preceding three years added for reference:

Interval Between High School Graduation and College Regis- tration.	No. of Students Admitted			
	Sept. 1906	Sept. 1907	Sept. 1908	Sept. 1909
No interval	172	159	190	242
One-half year	0	3	3	1
One year	51	51	50	50
One and one-half years...	1	0	1	1
Two years	16	19	21	22
Three years	3	9	14	12
Four years	7	3	1	4
Five years	1	4	1	1
More than five years	1	3	4	11
	—	—	—	—
	252	251	285	344

COLLEGE CREDIT FOR PREPARATORY WORK

The Committee on Admission has considered carefully the question of the best method of treatment of credits presented in excess of the fifteen units required for full Freshman rank. The following provisions were adopted by the Committee in May, 1910, and were approved by the faculty under date of May 24, 1910:

College Credit for Four Years of Secondary Preparation

Credit toward the degree of Bachelor of Arts may be allowed for secondary school work done in addition to the fifteen units required for admission, when this work is equal in quantity and thoroughness to that done in the same subjects in the classes of the College of Arts and Sciences, upon the following conditions:

(1) To obtain college credit in a subject, a student must pass an examination of two hours in length, to be taken on the first Monday of the college year (in 1910 the date is Monday, September 26). Arrangements for examinations must be made in advance. The heads of departments may be consulted for the purpose during the two days of registration.

(2) No College credit shall be given for less than one full year of secondary school work in any subject, with the exception of Trigonometry and College Algebra, or for any study that is not pursued later than the second year of the high school course.

(3) The subjects upon which examinations for college credit may be taken are: History of English Literature, History of American Literature, Outlines of English History, Outlines of American History, Trigonometry, College Algebra, Chemistry, Botany, Zoology, Greek, German (second year or third year), French (second year or third year).

(4) The subjects for which college credit is not allowed are: the first three years of preparatory English, History courses other than those named above, Elementary and Advanced Algebra, Plane and Solid Geometry, Science courses other than those named above, Cicero, Vergil, First Year French, First Year German.

(5) No advanced credit will be allowed to a student whose high school record does not show a satisfactory average standing.

College Credit for more than Four Years of Secondary Preparation

Students who have had postgraduate work in the secondary schools may take examinations for college credit as provided in the preceding sections; or, they may receive college credit without examination, four semester hours of college credit being allowed for each unit of excess entrance credit.

First Semester Reports of Freshmen

For six years the records of scholarship of Freshmen and College Specials during their first semester of Oberlin work have been sent back to the preparatory schools from which the students came. Our experience with this new arrangement continues to be in every way satisfactory. Where the students have shown high scholarship the reports were accompanied by personal letters expressing the satisfaction of the College in the work of the students, and we receive each year many replies showing that the best schools take a wholesome pride in the subsequent work of their graduates.

The details of these reports afford the opportunity to examine carefully the quality of the students' work. The grades of 322 Freshmen and Specials were averaged. The highest general aver-

age by any student was 92.80 per cent. Sixteen students had an average of 90 per cent or better, and 124 students had grades ranging between 80 and 90 per cent. It will thus be seen that somewhat more than forty per cent of the class had an average grade of 80 per cent or better.

Respectfully submitted,

GEORGE M. JONES.

REPORT OF THE REGISTRAR

To the President:

SIR—As Registrar of the College, I hereby submit my report for the Academic year 1909-10.

Enrolment

The enrolment in the College for the year 1909-10 was as follows:

	Men	Women	Total
Graduates	7	14	21
Seniors	85	92	177
Juniors	61	116	177
Sophomores	99	121	220
Freshmen	133	196	329
Special Students	10	48	58
	—	—	—
	395	587	982

This shows a gain of 107 over the enrolment of 1908-09.

Degrees

The number completing the required work for the degrees given below during the year 1909-10 was as follows:

A.M.	6	6	12
A.B.	81	87	168

In the total of one hundred and sixty-eight receiving the degree A.B., are included three, two men and one woman, who belong to the class of 1909, their degrees not having been conferred on account of unfinished work.

The Class of 1910; Losses and Gains

The class of 1910 was the largest ever graduated from Oberlin College—exceeding in numbers by at least twenty, any previous graduating class. I am glad, too, to say that 1910, with its superiority in numbers, does not suffer at all in comparison with other

graduating classes in point of quality and achievement, it being a fine, strong class from all points of view. As usual, there were many changes in its membership, as the following table indicates:

Admitted, September, 1906—	Men	Women	Total
Number of Students	105	141	246
Losses—	Men	Women	Total
Left College during or at the end of the Fresh- man year	24	39	63
Left College during or at the end of the Sopho- more year	15	26	41
Left College during or at the end of the Junior year	5	10	15
Entered a lower class	7	19	26
Entered a higher class	3	1	4
Classed Senior, failed to complete the work required for the degree A.B.	6	5	11
Dismissed	3	2	5
Died	0	1	1
Entered as Special Students	1	0	1
	—	—	—
Total losses	64	103	167
Gains—			
From higher classes	11	17	28
From lower classes	3	2	5
From outside schools in the Sophomore year..	6	12	18
From Oberlin Academy in the Sophomore year	4	1	5
From other colleges in the Junior year.....	6	11	17
From other colleges in the Senior year.....	4	3	7
From the Special Students	3	3	6
	—	—	—
Total gains	37	49	86
Net loss	27	54	81

As in all preceding classes, 1910 suffered large losses during the four years of the college course, only 42.7 per cent of the original number entering as Freshmen being graduated last June, or at the close of the Summer School. This, however, is a gain of four per

cent over the corresponding figures for the class of 1909. Sixteen students who entered as Freshmen with 1910, are now in college, fourteen in the present Senior class, and two in the Junior class. Illness or lack of money have been the main causes of these students dropping back into lower classes, a very few doing so because of failure in scholarship. When they receive their degrees, the percentage of graduation of the original membership of the class of 1910 will be materially raised.

In passing this point, I am glad to say that the present Senior class now numbers one hundred and seventy-eight, being slightly larger than 1910 at the corresponding time last year.

As to the class of 1910, of the one hundred and nineteen students who left college before the beginning of the Senior year, a portion are accounted for in the table below. These figures cannot be relied upon with absolute certainty, for the difficulty of getting at the absolute reason for leaving college is obvious.

	Men	Women	Total
To enter other colleges	19	24	43
Entered Oberlin Conservatory of Music.....	0	1	1
To go into business	3	0	3
To engage in teaching	0	2	2
Lack of money	2	1	3
Poor health	1	3	4
Poor scholarship, not allowed or not encouraged to return	6	3	9
Died	0	1	1
Married	2	0	2
Illness at home	0	2	2
Oberlin Kindergarten Training School	0	1	1
No reason known	11	37	48
	—	—	—
Totals	44	75	119

The reasons most frequently given for a change to other colleges are, to combine a college and professional course, to enter a technical school, and to attend a college nearer home.

Special Students

As usual there were large losses among the Special or Unclassified Students, as the table below indicates. It must be remember-

ed, however, that many of these students are only following out a definite plan for one or two years' study, with no thought of a degree.

	Men	Women	Total
In attendance during the year 1908-09	15	53	68
Left college before the end of the year.....	3	6	9
Left college at the end of the year	7	29	36
	—	—	—
	10	35	45
Entered a college class in the fall of 1909.....	1	5	6
Reëntered as Special Students in the fall of 1909	4	9	13
Entered the Conservatory of Music	0	4	4
	—	—	—
	5	18	23

Freshman Electives

The table below gives a basis of comparison in the choice of Freshman Electives during the last five years. The absolute requirement in English Composition, Mathematics and Bible have remained the same. Outside of these courses, a Freshman must elect one foreign language, and one other course in a second foreign language, a science, or history which was added to the list of Freshman Electives two years ago. Improvement in High Schools must be taken into account as contributing to any tendency that may seem to be indicated in the following table:

	Fall 1905	Fall 1906	Fall 1907	Fall 1908	Fall 1909
Number of Freshmen entering College	199	250	242	266	323
Number of Freshmen electing Freshman Latin..	87	83	96	69	75
Number of Freshmen electing Academy Latin...	17	24	27	15	8
Number of Freshmen electing Beginning Greek..	6	7	16	5	6
Number of Freshmen electing Advanced Greek..	21	14	10	10	6
Number of Freshmen electing Beginning German	25	43	45	36	51
Number of Freshmen electing Advanced German	62	99	93	92	133
Number of Freshmen electing Beginning French.	45	76	83	62	87
Number of Freshmen electing Advanced French.	19	19	16	26	35
Number of Freshmen electing Science.....	42	71	69	98	118
Number of Freshmen electing History.....				20	42

Of the one hundred and eighteen Freshmen who elected science last year, eighty-seven chose Chemistry; fourteen, Zoology; thirteen, Botany; four, Geology. The small number electing Geology and possibly Zoology, is largely if not entirely accounted for by the fact of insufficient preparation for these courses, while the requirement of Freshman Mathematics as a preliminary course for Physics, naturally almost excludes it from the list of Freshman Electives.

Scholarship

The Committee on Failure in Scholarship is doing careful and systematic work, and no doubt prevents many failures by timely counsel and warning. Naturally among nearly one thousand students, some are sure to fail. The table below shows the percentage of students failing in one or more courses during the year 1909-10. The term *failure* indicates a final semester average below 2.5, in which case no reëxamination is possible. A *condition* indicates a grade between 2.5 and 3 which may be made up by one re-examination.

Percentage of students, failed in one subject only.		Percentage of students, conditioned in one subject only.		Percentage of students, failed or conditioned in more than one subject.		Percentage of students involved in failure or condition.	
1st Sem.	2nd Sem.	1st Sem.	2nd Sem.	1st Sem.	2nd Sem.	1st Sem.	2nd Sem.
3.1	3.0	8.0	9.6	3.8	3.7	14.9	16.3

Work of the Registrar

As to the work in the Registrar's office, the most encouraging item I have to report is the completion of the computations for Phi Beta Kappa elections in classes of previous years. The actual work of computing these averages was done by assistants outside my regular student helpers, but it had to be done under my direct supervision, involving a great deal of time and nervous energy.

As this report reaches the Alumni, an explanation of methods of arriving at results may be a satisfaction. In all courses, the number of hours was taken into account as well as the grades,

each course being estimated at its full value, and the entire computation in every case was made independently by two people, after which the results were compared. This was done on the principle that two independent workers would not be liable to make the same mistake, and the work of one would serve for a check on that of the other. Absolute accuracy in computing averages from all of the old records has been the aim, and I trust it has been realized in the results.

The completion of this work has relieved me of a great burden, but because of it, during the last three years, I have been obliged to neglect other pressing work, and I must still bring in my same old plea—my great need of regular and permanent assistance. As I have said before, my student helpers have rendered excellent service, but being students, classes, study and the necessary demands of college life, make many consecutive hours of work impossible, and their term of service, very temporary. This last point is especially unfortunate in an office where there are such endless details to be mastered, and the continual teaching of new helpers costs heavily in time and nervous strain, at the same time giving inadequate relief in any part of the work. Last year there was a gain of one hundred and seven students in College over the previous year. At present there is a still further gain of fifty-four over the corresponding time of last year. When it is remembered that every additional College student adds directly to the work and demands upon the time of the Registrar, the result of the large gains in the College during these last years, is obvious. I feel the keenest regret and discouragement that I cannot do all that I know should be done, and that any part of the work is done less well than it might be done under other conditions. With the full time of a regular and permanent assistant, I most earnestly believe that the Registrar's office would be of much larger usefulness, and far greater service to the College.

Respectfully submitted,

FLORA ISABEL WOLCOTT.

REPORT OF THE CHAIRMAN OF THE SUMMER SESSION

To the President:

SIR—I have the honor to submit to you the report of the work of the Summer Session of Oberlin College for 1910. The session began Thursday, June 23, and closed Friday, August 12.

Three members of the Faculty of the Summer Session were from other institutions: Professor Lewis S. Westgate, Ohio Wesleyan University; Professor Mary L. Cady, of Agnes Scott Memorial College, and Dr. Clifton O. Taylor, of Pratt Institute.

There were in attendance 154 students, an increase over last year of eleven. The students in attendance were classified as follows:

College—

Graduates	15
Seniors	13
Juniors	26
Sophomores	25
Freshmen	15
Specials	41
<i>Academy</i>	19
Total	154

Of this number, 31 had not been previously in attendance upon the College. In view of the rapidly increasing number of graduates who study for the Master's degree, I can only repeat the suggestion of my predecessor in the chairmanship for an increase in the number of courses which might be counted towards the Master's degree.

The opening of Talcott Hall during the session has served to dignify and unify the work of the School.

The course of lectures in connection with the session was of wider interest and more generally attended than for some years past. The Faculty of the Conservatory of Music very generously gave a complimentary recital for the students and their friends.

The total receipts were.....\$2,545.19
The total expenditures..... 2,502.35

Balance\$ 42.84

Thirty-nine courses were offered. Three courses were withdrawn because fewer than four students applied for them.

The enrolment by classes was as follows:

<i>College Courses—</i>	<i>Teacher</i>	<i>Men</i>	<i>Wo-</i>	<i>To-</i>
			<i>men</i>	<i>tal</i>
Archæology, Roman	Professor Cady	6	2	8
Art I Michelangelo	Professor Martin	5	10	15
Art II Raphael	Professor Martin	4	9	13
Chemistry	Mr. McCullough	5	1	6
Economics I	Associate Professor Lutz.....	9	7	16
Economics II	Associate Professor Lutz.....	10		10
Education I	Mr. Taylor	2	14	16
Education III	Mr. Taylor	1	6	7
Education IV	Mr. Taylor	1	7	8
English Composition	Associate Professor Sherman..	3	5	8
English Literature I	Associate Professor Sherman..	4	9	13
English Literature II	Associate Professor Sherman..	2	8	10
American Literature	Associate Professor Sherman..	1	7	8
French I and II	Mrs. Cowdery	9	9	18
Geology	Professor Westgate	13		13
German I and II	Mr. Hilmer	6	5	11
Greek Literature	Professor Martin.....	3	4	7
History I	Professor Martin	10	2	12
History II	Professor Cady	3	5	8
History III	Professor Cady	3	3	6
History IV	Professor Hall.....	8	4	12
History V	Professor Hall	5	5	10
Latin Literature	Professor Cady	1	3	4
Mathematics I	Associate Professor Cairns....	6	2	8
Mathematics II	Associate Professor Cairns....	1	3	4
Philosophy I	Professor Stetson	10	11	21
Philosophy II	Professor Stetson	4	14	18
Political Science	Professor Hall	4	3	7
Sociology	Associate Professor Lutz.....	12	12	24
Zoology, Ecology	Associate Professor Jones.....	8		8

Academy Courses—

English I	Mr. Jelliffe.....	1	4	5
English II	Mr. Jelliffe.....	3	2	5
Mathematics I	Associate Professor Cairns....	5	6	11
Mathematics II	Associate Professor Cairns....	3	6	9

Respectfully submitted,

C. B. MARTIN.

REPORT OF THE ACTING DEAN OF THE THEOLOGICAL SEMINARY

To the President:

SIR—As acting dean of the Theological Seminary, I am glad to report a prosperous year with increased enrolment and a distinct gain in the grade of work done by the students. An unusually large number of men qualified for the prize scholarships. A committee on failure in scholarship has been added to our list of standing committees, with instruction to obtain monthly reports of each student's work.

The President's absence for the year and the consequent omission of the course Theology II was partly offset by the offering of new courses by other members of the Faculty. Dean Bosworth's course in Christian Fundamentals, a study of the fundamental truths of the Christian faith and the reasons for holding them, was keenly appreciated, and, though discontinued this coming year, is needed as a permanent part of the curriculum. Its withdrawal has caused much disappointment.

The Haskell Lectureship is proving to be an increasingly valuable feature of the Seminary year. Professor Rendel Harris of England, who gave the series last April on "Some Lost Books of the Early Church," rendered a genuine service. His delightful personality will long be remembered and his lectures were a distinct contribution to the literature of New Testament study.

In my last report several of the Seminary's needs were mentioned in detail, which are equally pressing now. But in order to emphasize the most serious need of the Seminary I will mention no other. It has been necessary to draw heavily upon the Student Employment Fund the past two years, and the increase in students increases the draft. Only by the constant, efficient work of Mr. C. W. Williams has the account been closed with only a small deficit. Through most of the year it has been an embarrassing overdraft.

We need imperatively a fund of \$50,000 for this vitally important work. We now have but \$1,000. To depend upon the gener-

osity of annual givers is precarious. Most of our students being, of necessity, self-supporting, and the number of vicinity churches available for student pastorates being quite limited, the growth of the Seminary depends largely upon our securing this fund. In our Junior class alone, which numbers 25 this year, more than half could not be with us except for this Student Employment Fund. They depend upon it to enable them to earn \$100, in return for regular religious work done as field work under the Practical Theology department in neighboring towns and cities.

The plan is an ideal one, far preferable to the gratuitous distribution of scholarship funds practiced by most Seminaries. But to depend upon the uncertainty and irregularity of current gifts is very unsatisfactory, both for us and from the viewpoint of the treasurer's office. Many of the most desirable, self-respecting students will turn aside from other Seminaries where large free scholarships are available, and are glad to come to Oberlin, provided only a chance for self-support is given them. To grant such assurances safely, we need a permanent fund, and for the welfare of the Seminary this most pressing need claims early attention.

A gratifying fact in connection with our new year which has so auspiciously opened is the increased number of superior men training for various fields of service under the Young Men's Christian Association. With college students in increasing numbers entering Association work, and the Association training-schools largely equipped for *non-college* students, there is a distinct field for us to serve such college men in a unique way, which is heartily appreciated by the Association leaders. This is especially true of men preparing for religious work directorships or student or foreign secretaryships.

In closing, I would report that I represented the Seminary during the past year at national conferences of theological faculties held at Minneapolis, Minn., and Nashville, Tenn., where important matters of Seminary policy were discussed. Among the questions considered were the lengthening of the Seminary year, the reduction of the hours of class-room work each week, the making elective of both Hebrew and Greek, the standardizing of curricula and making provision for teaching by correspondence. In view of the fact that there is increasing interchange of work between our Seminary

and College departments, with more of our students working for the Master's degree, it is quite possible that we ought to consider lengthening our teaching year, though it is already longer than that of several leading Seminaries.

Respectfully submitted,

G. WALTER FISKE.

REPORT OF THE DIRECTOR OF THE CONSERVATORY OF MUSIC

To the President:

SIR—Perhaps the one achievement which makes this year stand out more prominently than any in the past decade is the completion and equipment of *Rice Memorial Hall*. The name is given in commemoration of the life services of Professor Fenelon B. Rice and Mrs. Helen M. Rice who, from the year 1869, when they first began work in Oberlin, up to the death of Professor Rice in 1901, exerted such a commanding influence on the organization and ideals of the Conservatory. Mrs. Rice still resides here, and has shown her sympathetic interest in this building in many ways. It provides one hundred and twelve practice rooms, four large rooms for classes in Harmony and Public School Music, and a practice room for the Conservatory Orchestra. It is lighted with electricity, heated by steam, is fire proof, and equipped with an Otis passenger elevator. A Conservatory Alumni Room has been comfortably fitted up and is to be used during the school year as a rest room, under the management of the Y. W. C. A. During the Commencement season it will be placed at the disposal of the Conservatory Alumni, for their comfort and convenience. The cost of this building is about \$75,000, and its equipment of pianos will be about \$20,000 in addition. Besides meeting an imperative need for more room, it is believed it will return a very fair interest on the investment.

Although there are still some needs on our horizon, there is nothing that begins to compare with the one that the erection of this new Hall seems so completely to have met.

The Faculty

Professor A. S. Kimball and Professor A. E. Heacox both spent the past year in Paris. Professor Kimball investigated the methods of leading vocal teachers, and studied the best examples of church and choir music. He feels under special obligations to the Director of Music in the Russian Church in Paris, to H. Walford Davis of the Temple, and to the Verger of St. Paul's in London, for

courtesies shown him in his effort to find music for use in our own church service.

Professor Heacox studied Theory and Composition with D'Indy, Double Bass with Seillier of the Lamoureux Orchestra, and played in two orchestras. Special recognition is due Professor Heacox for his services to our Orchestra. Because it was so greatly needed, he took up the study of the Double Bass, an unpopular instrument, and has not only become very proficient himself, but has trained several pupils to be valuable members of the Orchestra.

Mrs. H. W. Woodford, Dean of Conservatory Women, had leave of absence for the spring term, and spent that and the summer vacation in travel in Europe.

Professor J. F. Alderfer went to Paris for the summer to continue his organ work with Widor.

Professor and Mrs. C. H. Adams and Professor W. K. Breckenridge had charge of the summer term of Music in Bay View, Mich.

Professor W. P. Stanley and Professor W. J. Horner have leave of absence for the present year. Professor Stanley is in Berlin studying with Lhevinne; Professor Horner is in Paris.

Mrs. Leona Hottenstein Sweet retires from the faculty after many years of successful work as a piano teacher.

Two new instructors, taken from the graduating class of last year, have been added to the faculty, Mr. John Doane, Jr., as Instructor in Organ, and Mr. George S. Dickinson as Instructor in Organ and Theory. Both the young men are graduates of the College as well as of the Conservatory, and their preparation has been so thorough that we may confidently expect the best results from their work.

The musical activities of the faculty have been as varied as usual, with appearances on our own platform, in Cleveland, Toledo, Detroit, and many other nearby cities. The Conservatory Orchestra had the honor of an appearance before the Fortnightly Club of Cleveland, and has made a return engagement for the coming season.

Graduating Class

The class, this year, numbering nineteen, was the largest we ever graduated. Four of the class had the degree of A.B. before

receiving that of Mus.B., and one has entered Oberlin College to complete his literary work. Others are filling positions of responsibility in colleges, conservatories and churches, and as private teachers.

The following tables of statistics, prepared by Mrs. Woodford, Dean of Conservatory Women, will show our work in detail.

Enrolment of Students

	Fall 1909	Winter 1910	Spring 1910
Men	80	92	78
Women	559	546	481
	—	—	—
Total	639	638	559

Classed Conservatory

Men	49	49	46
Women	393	332	340
	—	—	—
Total	442	381	386

Classed College or Seminary

Men	47	50	41
Women	120	120	108
	—	—	—
Total	167	170	149

Classed Academy or Art

Men	5	10	5
Women	81	83	64
	—	—	—
Total	86	93	69

Classification with reference to College Entrance Requirements

	Men	Women	Total
College Grade	75	573	648
Academy Grade	27	34	61
Day Pupils	8	89	97
	—	—	—
Total	110	696	806

SUPPLEMENTARY REPORTS

Enrolment at the close of the Fall Term 1909

Men	Women	Total
80	559	639

Enrolment October 15, 1910

Men	Women	Total
98	551	649

Classed Conservatory

	Men	Women	Total
College Grade	28	299	327
Academy Grade	4	3	7
Day Pupils	12	58	70
	—	—	—
Total	44	360	409

Branches Taught

	Fall 1909	Winter 1910	Spring 1910
Pianoforte	494	475	403
Singing	298	301	267
Organ	113	109	110
Stringed Instruments	43	47	47
Wind Instruments	4	2	2
Harmony	257	254	166
C'p't, Composition and Form.....	66	70	77
Ear Training	33	93	90
History of Music	61	84	68
Advanced History of Music	11	9	9
Appreciation of Music:			
(First Sem.)	63		
(Second Sem.)	44		
Public School Music	15	42	35
Normal Class in Pianoforte teaching	13	51	37
Choral Class	60	50	25
Sight Singing	12	8	
	Harmony	Counterpoint	
Summer	16	9	

Of these 28 had their Bachelor's degree, and 19 were doing the major part or all of their work in the Conservatory.

It will be noticed in the statistics for this fall term that we have finally reached the goal for which we started some years ago, in that we require all pupils to be of college rank before being classed in the Conservatory. All students who fail to meet this requirement must do the major part of their work in the Academy, and can carry one study only in the Conservatory, until they reach college grade. This plan was first suggested more than ten years ago by our trustee, Mr. Merritt Starr, and that we have been able to reach this standard for the music student, without any loss in numbers, is an achievement that speaks eloquently for the hold which the Oberlin Conservatory has on the serious student of Music, who would fit himself for the highest usefulness.

It would be difficult to find anywhere else in the world so large a body of music students with so high an average of general culture.

Artist Recitals

The following list of Artists and Musical Organizations have appeared here during the year.

Mr. Bruce H. Davis, Piano Recital.

Mr. Cecil Wright, Vocal Recital.

Mrs. Olga Samaroff, Piano Recital.

Miss Tilly Koenen, Song Recital.

Miss Maud Powell, Violin Recital.

Cincinnati Symphony Orchestra and Oberlin Musical Union.
Mr. Leopold Stokovski, Conductor.

Oberlin Musical Union, The Messiah. Dr. George W. Andrews,
Conductor.

Miss Florence Hinkle, Soprano.

Miss Gertrude Miller, Contralto.

Mr. Frank Ormsby, Tenor.

Mr. Reinald Werrenrath, Bass.

Professor W. K. Breckenridge, at the piano.

} Soloists.

Mr. Fritz Kreisler, Violin Recital.

Madame Kirby-Lunn, Vocal Recital.

The Flonzaley Quartette, Chamber Concert.

Mr. George Carre, Dr. Carl E. Dufft, Dr. Ion Jackson, Mr.
Frederick Martin, Vocal Quartette.

The Singers' Club of Cleveland. Mr. Albert Rees Davis, Conductor.

Dr. Ludwig Wuellner, Song Recital. C. V. Bos, at the piano.

Mr. Ferruccio Busoni, Piano Recital.

The Kneisel Quartette.

The Theodore Thomas Orchestra. Mr. Frederick A. Stock, Conductor.

The Oberlin Musical Union, May Festival, Oratorio of Ruth, by Georg Schumann. Dr. George W. Andrews, Conductor.

Mrs. Corinne Rider-Kelsey, Soprano.

Miss Margaret Keyes, Contralto.

Mr. Herbert Witherspoon, Bass.

Mr. Charles H. Adams, Baritone.

Mrs. Frease-Green, Operatic Recital.

} Soloists.

Respectfully submitted,

CHARLES W. MORRISON.

REPORT OF THE DEAN OF CONSERVATORY WOMEN

To the President:

SIR—The number of women who were classed in the Conservatory and hence were under my care, has varied very little for the past four years. For the year 1909-10 the average attendance of women has been 355 a term, and this fall there are already 360 enrolled, although, aside from day pupils, only three are not prepared to enter the Freshman class in College.

In the fall the girls felt it was worth while to organize themselves into first, second and third year classes, for social and generally helpful purposes, and we all feel that this was a decided gain.

The class presidents are *ex-officio* members of the Women's Board, and the time and care taken to select such girls as were not simply popular but were also loyal to the highest standards of the college, seems to the Dean to promise a real growth in higher ideals among all.

This fall the Men's and Women's Boards together explained to the students the "honor system" as adopted by the college students. Although the vote to adopt the plan in the Conservatory was not unanimous, the motion was carried, and the older men and women believe they can make it a success.

Since the Dean does no teaching, her days are chiefly spent in trying to come into close personal touch with each one of the girls under her charge, thus helping them to hold themselves steadily to regular full work.

She feels that partly as a result of this and partly because of the careful sifting by correspondence before students come, there have been no serious cases of discipline, and the teachers are all agreed that on the whole, the amount of work done is greater, and the quality better and better each year.

The Dean spent the spring and summer in travel abroad, and feels that the change and rest were profitable as well as very enjoyable.

Respectfully submitted,

HARMONIA W. WOODFORD.

REPORT OF THE PRINCIPAL OF THE ACADEMY

To the President:

SIR—The main report from the Academy this year will be made by the Associate Principal, Mr. Adams. His work is of first importance because it indicates the beginning of the effort which we are making to establish the Academy upon a better foundation and to increase the number of its students. In spite of the serious illness of Mr. Adams and the consequent interruption of our plans, the work which Mr. Adams has done has already begun to bring results. All the teachers of the Academy have great confidence in the ultimate success of such efforts if they can be steadily and vigorously continued.

After two years' absence for further study, Mr. Roy V. Hill returned to his teaching in the department of mathematics. Because of his years of experience as a teacher, as well as his opportunities for further study, his return has put the department of mathematics in better condition than ever before, and has enabled us to add courses in Plane and Spherical Trigonometry and in Analytic Geometry. Many students who are planning to enter technical schools need these courses for their entrance requirements there. Mr. Victor Doerschuk, who had been for the last two years an assistant in the department of mathematics, was last year appointed to full work in that department. A large part of his time was devoted to laboratory work in Physics and Mechanical Drawing. After one year he has resigned to undertake further study.

Mr. William S. Ament, a senior in college, was put in charge of all the athletic interests in the Academy at the beginning of the year 1909 and 1910. The success of the teams which he had in charge, as shown by winning the great majority of their games, and still more by the healthy tone of all the athletic life of the Academy, has fully justified the appointment of Mr. Ament.

Messrs. K. K. Tibbetts and Chester S. Bucher, seniors in the College, and Robert E. Cushman, a junior in the College, have each

taught one class in the Academy during the past year. The work of all the young men has been eminently satisfactory.

The Principal is glad to begin the present year with very little change in the Academy faculty. The most important change in our plans during the last year was in the arrangement to have all our courses hereafter four-hour courses. This change was made partly to meet the requirements of the Carnegie Foundation, and also more exactly to meet the requirements of the North Central Association of Colleges. The students now carry four courses of four hours each, and in addition, their work in Bible and physical training. The feeling of all the Academy teachers that there is a demand for just such opportunities as Oberlin Academy is affording, and that that demand may well find its expression right here in Oberlin, is stronger to-day than it ever has been before.

Respectfully submitted,

JOHN FISHER PECK.

REPORT OF THE ASSOCIATE PRINCIPAL OF THE ACADEMY

To the President:

SIR—Owing to continued illness during the fall term the year's plans of the Associate Principal were somewhat changed. He took up his duties in part, in January, but instead of teaching an hour a day as was previously planned, all of his time was given to office work in systematizing the correspondence, editing a new edition of the Academy Catalogue, assisting in the revision of the program of studies to bring it into conformity with the practice in the best secondary schools, and in pushing the campaign for new students, both through the mails and by personal visitation. During April and May a large number of high schools, mostly those of the second and third grade, were visited and short addresses were made to the pupils.

In the judgment of the Associate Principal this latter line of work is more helpful to the interests of the Institution as a whole than it is productive of direct results for the Academy. In a majority of cases, the towns in northern Ohio which maintain high schools below the first grade are connected with larger towns of the county by electric lines, by means of which pupils can go back and forth to school and still live at home. Added to cheap and convenient transportation is the fact that local boards of education are compelled by law to pay the tuition at some first grade high school for all pupils who have passed the State Patterson examinations. For these two reasons there are fewer boys and girls who, for the completion of their secondary work, go away from such communities to an Academy where tuition is charged, than might be supposed at first thought on considering the situation.

A study of the constituency of the Academy from year to year probably shows that we must continue to look to single individuals in widely separated communities as the most dependable source of students. This makes necessary to a large degree solicitation of new students by correspondence rather than by personal interviews. This wide geographical distribution also seems to suggest that the

Academy is offering to the more mature class of secondary pupils an opportunity to continue their education under conditions and in an environment which particularly appeals to them.

Just as far as possible prospective students are put into touch with alumni and ex-students of the College and Academy who reside in the same communities, in the hope of establishing a personal relationship equivalent in many cases to that which would obtain through a visit from an Academy representative. It is hoped that this plan will serve the double purpose of keeping the former student interested in present conditions at the Academy and of affording a more natural and effective approach to the prospective student.

The increase in enrolment of thirty-five during the past year is encouraging. A part of this increase is undoubtedly due to the change in entrance requirements of the Conservatory department, whereby students who are below the College in rank must enroll in the Academy if they desire to take any work in music. It is believed further that the number of students who will continue to be affected by this ruling will not decrease, because of the far-reaching reputation of the Conservatory.

There seems to be a growing impression in some quarters that certain tendencies in the city high schools, particularly along the line of an over emphasis of the social side of school life on the part of the pupils themselves, are producing a reaction in favor of private or endowed schools, where the entire time of the pupil is under the control of the school authorities. Oberlin Academy is likely to be among the first to feel the effects of such a reaction.

The spirit of loyalty for the Academy on the part of the students is growing steadily and along wholesome lines. They want to do something for their school. They have coöperated continually with this office by handing in names of prospective students, both during term time and by letters at vacation times. This spirit found expression also in the securing of funds amounting to approximately two hundred fifty dollars, for the erection of an Academy flag pole. Under the efficient direction of Mr. Roy V. Hill, of the Faculty, this pole was purchased and put into place in time for class day in June.

The class of 1904, the first to secure diplomas, has started a movement looking toward the forming of a living endowment as-

sociation, the purpose of which shall be to unify interest in the Academy and to contribute as much as possible to its financial support. This proposition was received enthusiastically by this year's graduating class, and in response they pledged annual payments amounting to fifty-five dollars. The correspondence connected with the promotion of this work is being carried on through the office of the Associate Principal as a part of the general publicity campaign, and it is hoped that during the present year all of the recent graduates and many ex-students of the Academy can be reached, and that a fund may be annually at hand to apply on the budget.

Respectfully submitted,

E. F. ADAMS

REPORT OF THE DEAN OF ACADEMY WOMEN

To the President:

SIR—The enrolment of girls for the year 1909-10 was the largest during any of the six years since my connection with the Academy. To a considerable extent this increase was due to the change in the requirements for classification in the Conservatory. At first some students were dissatisfied because over half of their work had to be taken in the Academy Department when their preference was for full work in the Conservatory. It was gratifying later to have nearly all of these students express themselves as pleased with this arrangement. Gradually the girls are appreciating this change of standard and realizing their need of literary work. One cannot say how permanent this increase in numbers may be when the Conservatory requirements become well known. By this same regulation we shall, of course, have fewer girls carrying one study in our department, with the remainder of their work in the Conservatory, since this class will now take their literary work in the college department.

Since there seemed to be need of some supervision for the Lesbian Literary Society its members were invited to meet at Talcott Hall this year, and together we have tried to maintain a more efficient society. The regular attendance and the earnest spirit of coöperation have been encouraging.

With a large percentage of mature girls, many of whom are earning all or part of their own expenses, our problem of discipline is less serious than it would be if our students were of the usual high school age. There has been no serious case of discipline this year.

During the year the Academy Girls' Board has been very helpful in furnishing assistance upon registration days, and in acting as a general committee for the interests of the Academy girls.

Respectfully submitted,

EDITH C. FARGO.

REPORT OF THE LIBRARIAN

To the President:

SIR—I submit herewith the annual report of the Library for the year 1909-1910.

Growth of the Library

Of the total number of pieces received during the year by purchase, gift or exchange, the following proved to be additions: 7,290 bound books; 7,281 pamphlets and unbound books; 8,880 numbers of magazines and 12,192 numbers of newspapers, a total of 35,563 pieces. Besides these a goodly number of manuscripts, many maps, prints and photographs, and a few coins were added to our considerable collection of these articles without being counted, as these collections have never been arranged or in any way brought into working condition.

The additions for the year, in bound volumes, exceed those of any year in the history of the library except 1907-08, in which year the library of the Union Library Association was added. The following table shows the net additions by college years since 1905-06:

	Bound	Unbound	Total
1905-06.....	5,006	670	5,676
1906-07.....	5,414	7,160	12,574
1907-08.....	19,039	5,686	24,725
1908-09.....	7,175	10,492	17,667
1909-10.....	7,290	7,281	14,571

The library on September 1st, 1910, contained the following:

Bound volumes	112,321
Unbound volumes and pamphlets	110,832
Newspapers (temporarily bound) volumes....	2,800
Maps and charts (estimated)	3,200
Manuscripts (in file cases))	50
Coins, prints, photographs, etc. (estimated) ..	1,200
	230,403

This enumeration of possessions does not include the following:

Magazines (numbers of incomplete or unbound volumes)	25,000
Manuscripts (miscellaneous unarranged matter)	1,000

In addition the library possesses about 70,000 duplicates, making the total number of pieces now under the charge of the librarian, 326,403.

The volumes of statistics of public, society and public school libraries having 5,000 volumes or over in 1908, published by the United States Bureau of Education, enables us to see the relative place of our library in the sisterhood of libraries in the United States. According to this table, the Oberlin College library ranks seventieth in point of size among libraries in the United States. Among libraries of educational institutions, it ranks as nineteenth, and among libraries of institutions of strictly college rank, it ranks as second. It is the fourth library in size in the state of Ohio, only the public libraries of Cleveland and Cincinnati and the State Library exceeding it in size. It is, therefore, at present, the largest library belonging to an educational institution in the state of Ohio.

Additions of the Year

The 7,290 bound volumes added during the year came from the following sources: by purchase, 2,797 volumes; by gift, 4,120 volumes; by exchange, 373 volumes.

Gifts

The gifts of the year have been of unusual extent and importance. It is impossible, in the brief space available, to mention all; I select some of the more important.

In my previous report, I referred to the gifts by Mrs. John Henry Barrows of some 1,500 volumes from the library of her husband, the late President John Henry Barrows. These books, which came on the very last day of the previous year, have been during the present year examined and incorporated in the library. The collection proved to be of unusual variety, and added greatly to the resources of the library in many directions. It contained an exceptionally full collection of all the documents issued in connection with the World's Parliament of Religions, held at Chicago in 1893, of which President Barrows was the leading spirit. It also contained many books received by him as gifts during his journey in

India, or purchased by him in preparation for the Haskell Lectures given by him in India. These books constitute a very important addition to the section of the library devoted to books upon comparative religions. Altogether this library seems to me to have added in working value more to our library than any other single gift we have received for many years.

During the year the library received by bequest from Mrs. James H. Ross, the library of her husband, for many years press representative of the college. In all some 1,200 volumes were received. Unfortunately the majority of these volumes were found to be so cut that they were of no use to the library. Among the three or four hundred which were uncut, however, were many of great value, noticeably quite a collection of works upon Westminster Abbey, which we were very glad to add to that section of the Library.

In July there was received the library of the late Rev. E. K. Alden, D.D., for many years Home Secretary of the American Board. This library was bequeathed to the library by Doctor Alden in 1899, but for family reasons has been kept at the home in Boston until the present summer. This library numbered some 3,500 volumes, and while the very considerable interval between the time of its bequest and the time of its coming to us had made a considerable part of the collection duplicates, there were nearly 1,500 volumes which were additions. Among these, were many items of unusual value, including a large collection of pamphlets upon Congregationalism, many local histories and genealogies, as well as many standard periodical works.

During the year the Sunday School of the Second Congregational Church voted to close their library and present it to us. Several hundred volumes were received, and as fast as possible these are being added to the collection of books in our children's room.

The Oberlin Board of Education authorized the transfer of the school library for so many years in their possession, and nearly 200 volumes were received from this source. Among these books were a number of books bearing upon Ohio local history which we were extremely glad to receive.

Mrs. H. W. Woodford, desirous of making easier the use of the library by Conservatory students, duplicated, at her own expense, a large number of the books called for by Professor Sherman's Eng-

lish courses, in order that these might be drawn by Conservatory women earlier than is commonly permissible for reserved books.

From Professor P. D. Sherman the library received a number of valuable books from his library.

Professor Currier sent two or three hundred volumes from his over-flowing shelves, among which were a number of valuable art books which we are glad to add to our collection.

Professor Albert H. Swing gave us a valuable work, "Universities and their sons," in five volumes, for which grateful mention should be made.

From Mr. William Belden, of Greenwich, Connecticut, through the director of the Conservatory of Music, there was received a large collection of sheet music and many opera scores which aided in filling gaps in our collection of scores.

From Mr. A. G. Comings, Mrs. I. A. Shearman and President H. C. King, numerous books and pamphlets were received which the library gratefully acknowledges.

The Superintendent of Documents at Washington has been helping us to complete our files of United States documents, and from the New York State Department of Agriculture, the Maine State Library, and the Ohio State Library we have received important assistance in completing our files of the documents of those states.

The Carnegie Institute continues to send its valuable publications, the worth of which steadily increases, and from Rev. D. L. Leonard, D.D., we have received many missionary magazines.

From J. A. and E. S. Cowles, through Mrs. Johnston, there was received a finely bound set of the compilation entitled "Modern Achievements."

From the estate of the late Rev. W. E. Park, D.D., there was received several hundred volumes, among them many works of fiction and of travel which we were very glad to add.

Important Additions

Among the important additions of the year may be mentioned the following:

Meusel, *Lexicon Cæsarianum*, 3 volumes;

Zahn, "Introduction to the New Testament," 3 volumes.

Charles Reade's works, 12 volumes;

Theodore Parker's works, 14 volumes;

- Clarendon, "History of the Rebellion," 7 volumes.
 Spitta, "Zur Geschichte und Litteratur der Urchristentums," 2 volumes;
 Farnell's "Cults of the Greek States," 5 volumes;
 Pennsylvania Archives, 12 volumes;
 Bradford's "History of the United States," 3 volumes;
 Proud's "History of Pennsylvania," 3 volumes;
 Nielsen's "History of the Papacy in the 19th Century," 4 volumes;
 Charles Lamb's works, 8 volumes;
 Charles Dickens's works, 32 volumes;
 Works of Samuel Richardson, 20 volumes;
 Stirling-Maxwell, "Don John of Austria," 2 volumes;
 Porchére, "Dictionnaire poetique," 3 volumes;
 Parmentier et Lavis, Album historique, 4 volumes;
 Adam, "Republic of Plato," 2 volumes;
 Mueller, "Der Islam im Morgen-u-Abendland;"
 Cambridge County Geographies, complete;
 McCarthy, "Irish Literature," 5 volumes;
 British Empire Series, complete;
 Harvey Lectures, complete;
 Winkelmann, Handbuch der Physik;
 Ecker und Wiedersheim, "Anatomie des Frosches," 3 volumes;
 Posener, "Staatsverfassungen des Erdballs;"
 Handwörterbuch d. Staatswissenschaften," 4 volumes;
 Reim, Encyklopädisches Handbuch der Pädagogik, 9 volumes;
 Supplement to the Century Dictionary, 2 volumes;
 Ruville, "William Pitt."
 Sets to which considerable additions were made;
 Jahrbuch des k. Deutschen Archæologischen Instituts;
 Journal of Hellenic Studies;
 Cornhill Magazine;
 Lippincott's Magazine;
 Good Housekeeping;
 American Magazine of Civics;
 Expository Times;
 Bulletin of the Geographical Society of America;
 Journal of the Elisha Mitchell Scientific Society;
 Colburn's New Monthly Magazine.

Exchanges

During the year considerable work has been done in exchanging the duplicates in the possession of the library with other libraries. From the Library of Congress, we have received, as heretofore, many valuable documents, though regretting that they have ceased to issue their lists of "wants and offers." From the University of Minnesota we received two large boxes, and have sent a very considerable number of books in return.

Our collection of duplicates is steadily growing and the problem of disposing of them is a serious one. During the past year a special effort has been made by the librarian to sell such of this material as was called for in the want lists of the Publishers' Weekly and nearly \$200 have been realized from this source. Unfortunately the pressure of the work upon the librarian prevented as much work being done in the exchange of duplicates as ought yearly to be accomplished. During the present year it is hoped to do far more in this direction. The libraries of the state of Ohio are endeavoring to exchange periodical publications, and this library has indicated its willingness to help in this direction. It is hoped that from these exchanges many valuable additions to the library may be secured.

Work of the Cataloging Department

The following table shows the extent to which the library is catalogued:

	Com- pletely Catalogued	Tempo- rarily Catalogued	Uncata- logued	Totals
Bound books	109,240		3,081	112,321
Unbound books and pamphlets	55,116		55,716	110,832
Newspapers (temporarily bound) volumes		2,800		2,800
Maps and charts (estimated)			3,200	3,200
Manuscripts (file cases)			50	50
Misc., coins, photographs, prints, etc. (estimated)...			1,200	1,200
	164,356	2,800	63,247	230,403

During the year 7,065 bound volumes and 2,770 pamphlets and unbound volumes were catalogued. This involved the preparation of 23,606 new cards for the catalogue and the alterations, mostly by incorporating additional data, of 8,389 cards previously written. 3,172 cards were withdrawn from the catalogues, being replaced in most cases by the printed cards of the Library of Congress.

In the incorporation of the library of the Union Library Association with the college library, many duplicates are found which are withdrawn, and for many volumes it is necessary to make slight changes in the book number. 811 bound volumes and 2 pamphlets required changes in the book number and 351 volumes and 1 pamphlet were withdrawn as duplicates. Our card catalogue is now estimated to contain 277,934 cards.

It will be seen from the above table that the cataloguing has not quite equalled the gain in the number of books received, the number of books remaining uncatalogued at the end of the year having been increased from 2,834 to 3,081. On the other hand, the uncatalogued pamphlets are steadily increasing and now number nearly 60,000. If the library is to make accessible all the material which is now so rapidly being added, we should have at least two more cataloguers. Our cataloguing force has had but one increase in many years, while the number of books received has certainly doubled since the cataloguing force was fixed at its present number.

Reference and Circulating Department

During the year the library was opened 303 days. The total number of readers for the year was 271,185, as compared with 228,677 the previous year. This attendance was divided as follows: Reference Room, 179,000; Open Shelf Room and Academy Room, 80,487; Children's Room, 11,708. No record is kept of those who use only the seminar rooms. A person using two of the above rooms during the same visit to the library would be twice counted, but it is not probable that there is a large number of such cases. The largest attendance in any one day was, in the Reference Room, 1,216, (March 9); in the Open Shelf Room, 547 (January 24); and in the Children's Room 120 (February 19). The smallest attendance in any one day was, in the Reference Room, 52 (August 13); in the Open Shelf Room, 44 (August 29), and in the Children's Room, 13 (September 17).

The average daily attendance during the school year, including the Christmas and Easter vacations, was 1,120; during the Summer Session, 239, and during the remainder of the summer vacation, 72. The average daily attendance for the entire year, including the summer and other vacations, was 894.

The following table shows the attendance by months during the year:

	Morning	Afternoon	Evening	Total
1909				
September	2,513	3,786	1,266	7,565
October	11,294	10,843	7,849	29,986
November	10,722	12,351	7,733	30,806
December	7,917	9,335	4,639	21,891
1910				
January	9,558	12,071	5,946	27,575
February	9,459	11,407	5,220	26,086
March	12,594	13,913	8,061	34,568
April	9,975	11,664	6,854	28,493
May	11,724	11,721	8,465	31,910
June	8,271	8,445	5,184	21,900
July	1,893	4,336		6,229
August	951	3,235		4,186
	96,871	113,107	61,217	271,195

A comparison with the similar table in last year's report shows that the attendance has increased in every part of the day, but more rapidly in the morning and afternoon than in the evening. The gain in attendance is approximately 20%. The gain in the morning is 25%, in the afternoon 20%, and in the evening 15%. It will be seen from these percentages that the increase in the afternoon attendance exactly corresponds with the increase in the total attendance and that the morning has gained more than the evening. This I have no doubt is due to the fact that the capacity of the library in the evening has been reached. On many occasions during the past year it was necessary to open the offices and work rooms in order to accommodate the students who came for work, and on some occasions as many as forty students were so taken care of. This pressure in the evening undoubtedly compels students who cannot work with comfort in the evening to come

in the morning hours instead. The capacity of the reading room in the afternoon and evening may be considered as approximately reached, though it is still possible to handle larger numbers during the morning hours.

The gain of 20% in the attendance during the year was decidedly unexpected, and seems to be due not only to an increase in numbers, but also to an increasing tendency to make use of the library. On looking back to the first year in which I was made librarian, the year 1887-1888, and comparing the attendance at that time with the present attendance, I find that while the number of students since that time has increased about 60% the increase in the use of the library is about 920%. While a part of this increase is undoubtedly due to the extension of the privileges of the library to the town's people, a great part of it is due to a much larger use of the library by the student body, and this larger use must be the justification of the library for the greatly increased expenditure for library purposes. The increase of expense for administration, heating, lighting and caring for the new library building finds its justification in the increase of nearly 90% in the use of the library within the last two years.

During the year, in addition to the regular work, which was unusually heavy, the Reference Librarian compiled a list of all the Poole sets in the library. Our plan is, during the present year, to print this list and distribute it among the members of the faculty and student body.

The Reference Librarian also began the preparation of a careful list of all the works on missions in the library, a work which is frequently called for by members of the Student Volunteer Band, as well as by individual citizens interested in the subject of missions.

With the great increase in the use of the library, the work of the Reference Librarian has become so heavy as to need relief. If it were possible to train up and keep a page who could assist her, possibly one person could continue to do the work for some time. It looks, however, as if it would be necessary soon to have an assistant reference librarian appointed.

The number of books drawn for use outside the building during the year was 62,621, as compared with 59,842 the previous year, an increase in circulation of about 4%. Books were drawn from

the different rooms as follows: from the Reference Room, 25,145; from the Open Shelf Room, 30,430, and from the Children's Room, 7,046. These volumes were drawn by 5,048 persons as compared with 4,712 the preceding year. Of these, 2,505 drew from the Open Shelf Room; 1,883 from the Reference Room, and 660 from the Children's Room. The 2,505 persons drawing from the Open Shelf Room are classified as follows: Citizens, 1,425 (241 of these were also students); students, 1,080 (and 241 included in citizens).

In addition to the work connected with the circulation, this department also attends to the listing in our temporary slip list of all magazines and newspapers and to the listing of all duplicates. As the additions alone in magazines and newspapers amounted to over 21,000 pieces, and the duplicates to as many more, it can be seen that the attendants in this department are kept very busy.

Shelf Department

To this department belong the care of the books on the shelves, including the return of all books to their proper places, and the putting away of all new books. This work has been carried on with great difficulty owing to the fact that the shelf room in the stack is not adequate to contain the books which go therein. During the year, the books in the Class 630 were transferred to one of the seminar rooms, completely filling it, and many important sets were placed in the seminar rooms in order to give relief in the stacks. To a slight extent, more can be done in this direction, although as soon as books much in demand are placed upon the fourth floor, the labor of getting them, when desired in the reading room, becomes exceedingly burdensome. Possibly, by such adjustments and by the continual moving of books in order to make place for newly arrived sets, it will be possible to get through the present school year. In one case in order to insert one important new set it was necessary for the attendant to move nearly three hundred other shelves of books. At the end of the present school year, however, it will be practically impossible to place any more books in that part of the stacks now occupied by the library.

With the increase in the use of the library, of course the work of this department steadily grows and it has been necessary for the current year to employ a second student for this work.

The Buildings

In the second year of its use, fewer additions in the way of equipment have needed to be made. Our map room still needs to be fitted up and suitable cases for our collection of maps would probably cost in the neighborhood of \$400. By careful study, the expense of maintenance of the building has been somewhat curtailed during the present year, due to efforts to reduce the cost of heat and lights. The janitor service is still less than is needed, but in this we have felt the need of economy, as do all other departments of the institution.

The faculty room has continued to find various uses throughout the year. The Women's Club held its meetings there throughout the year and the German department meets the students of the German Club for the greater part of the year in that room.

Needs

I wish to emphasize again what has been repeatedly emphasized in these reports, the importance of additional endowment for the purchase of books. While the number of books added to the library is steadily increasing, this is due to the steadily increasing flow of gifts rather than to the increase of funds for the purchase of books. Our gifts, as may be seen by reviewing the list of gifts this year, are of great value, but they will never take the place of purchases.

With as large a school as we now have, the amount available for the purchase of books is altogether inadequate. The Ohio State University has recently secured from the Legislature an increase of its book appropriation from \$10,000 to \$25,000. Compared with this our \$5,200, which must also include periodicals, seems very inadequate, when one considers that our Department of Arts and Sciences is probably somewhat larger than the similar department in the State University, and that we have two professional schools to provide for in addition. The time ought to come before many years when we can spend at least \$10,000 yearly in book purchases. This will mean that our endowment for books should be increased by at least \$100,000. I feel confident that there are few places where money could be placed which would more permanently benefit the institution.

No less necessary are funds for the endowment of the library on the side of current expense. The income of more than \$150,000

yearly of the general endowment is now spent upon the library, above the income of its own endowments. If this sum could be given by some friend for library endowment, it would at once relieve the general budget to that extent. But even with this, the library would not long be content for the salaries of the library staff are altogether inadequate, and the faithful work of the library attendants should not any longer be so poorly paid.

Equally pressing is the necessity for additional book storage. When the space now occupied by the Olney Art Gallery is available for books, there will be room for something like 70,000 more books, but unless this room is available at the end of this current year some temporary provision will be indispensable. Indeed, for efficient and economical use of the library, such provision should be made immediately. The room now occupied for the collection and preparation for binding seems to be about the only room in the building which could be spared for the purpose of a temporary stack room. A wooden stack, two stories high, in this room would probably accommodate some 7,000 volumes, or about the increase of one year. If this room could be at once fitted up, and our collection of United States documents and state documents transferred to it, we could probably so readjust the books in the stacks as to continue for two years with comparative comfort, but at the end of that period the situation will be as urgent as at present. Unless the money for the Art Building is in sight at the end of the present year, it would seem to me advisable for the trustees to seriously consider the wisdom of building an additional stack room to the library building. Such an addition could probably be erected for \$20,000 and the first four floors of stacks fitted up for \$20,000 more; the two upper floors could be left as are the two upper floors in the present stack, available for the Olney Art Collection, which, with such possibilities of expansion, could be comfortably housed for a number of years. The added stack room given to the library would probably provide for the additions of the next ten years.

Staff

At the end of the year under review, Miss Antoinette P. Metcalf, Reference Librarian since 1904, resigned her position with us in order to accept a similar position in the library of Wellesley College. Miss Metcalf's work has been of such unusual ability and

had given such perfect satisfaction that it was with extreme reluctance that the library saw her depart, while rejoicing in the lesser hours of work and greater amount of pay which the new position gave her. In Miss Metcalf's place, Miss Mary Theodosia Currier of the Class of 1892, was appointed. Miss Currier has had several years of experience in library work in the Boston Public Library and the library of the Harvard Law School, and had been, for some years, reference assistant in the special art library of the Boston Public Library.

The other members of the staff have continued as in previous years. Mr. J. W. Jones, an assistant in the check room, was taken ill in the fall and died after a few weeks sickness. The staff have been called upon to work up to the full limit of strength, and have responded most loyally to the demands made upon them. The demands made upon my own time during the year by my duties as chairman of the Executive Committee compelled me to add burdens to various members of the staff which made the work of the year very heavy upon them. Of their very great loyalty in responding to these demands, I desire here to make public recognition.

Respectfully submitted,

AZARIAH S. ROOT.

REPORT OF THE CHAIRMAN OF THE OF THE DEANS OF WOMEN

To the President:

SIR—The enrolment of women for the year 1909-10 was 1287, divided among the departments as follows:

Theological Seminary	2
College	587
Conservatory	427
Academy	176
Art	70
Summer Session	25

This is a net gain of 33, with an increase in both the College and Academy and a decrease of 68 in the Conservatory. As this latter is due to the raised standard of the Conservatory and indicates a considerable increase in the proportion of our women who are of college rank, it marks a distinct gain. In matters of general conduct and discipline, this greater maturity and earnestness make themselves felt. No questions of a serious nature have come before the Women's Board, although we have held several meetings for conference.

The students are proving increasingly willing to accept responsibility, and increasingly capable in their management of the interests intrusted to them. Through the representative bodies of the three departments, the Deans are able to keep in touch with student sentiment, and to secure their coöperation in many matters. The Student House Government Association has also proven the wisdom of the change made two years ago in its organization, which puts more responsibility upon the President of the Association; a good start has been made toward improving the sentiment which requires the protection of quiet hours for study.

The general health condition has been good. Many improvements in the sanitary conditions of the boarding-houses have been made, and the over-crowding in some houses has been done away with through new regulations as to the size of rooms which are to be used for two women, and a re-inspection of each house by the Deans, in order to guard these points. The three large private

houses made available for our use last fall have afforded a little relief in our problem of suitable housing; but the demand for more college residence halls remains the urgent need of the women.

In addition to the entertaining which falls regularly to the lot of the Deans of Women, a reception was given last fall to all the women in Oberlin, who have daughters in the institution. Over one hundred invitations were issued, and we felt that the afternoon tended to further a spirit of friendliness and coöperation on this side of our work.

Respectfully submitted,

FLORENCE M. FITCH.

REPORT OF THE DIRECTOR OF THE MEN'S GYMNASIUM

To the President:

SIR—The men who made use of the Gymnasium in 1909-10 were distributed as follows:

	No. in Cata- logue	No. Using Gym'm	In Credit Courses	In Other Classes	Not Taking Class Work
The College—					
Seniors	85	70	16	2	52
Juniors	61	61	18	..	43
Sophomores	99	90	42	2	46
Freshmen	133	119	88	1	30
Specials	10	4	3	..	1
	—	—	—	—	—
Total College	388	344	167	5	172
The Theological Seminary ...	54	17	..	1	16
The Conservatory of Music ..	56	17	1	6	10
The Academy	180	145	9	108	28
	—	—	—	—	—
Total, all departments ..	678	523	177	120	226
Members of the Faculty	..	12	..	..	12
High School Students	..	45	..	21	24
Business College Students ...	..	20	..	15	5
Not Classified	..	8	..	4	4
	—	—	—	—	—
Grand Totals	...	608	177	160	271

The receipts and expenditures of the Gymnasium during the same year were as follows:

Receipts

From term bills of men in the College, Conservatory, and Academy	\$1,093.00
From other fees	261.25
From rental	136.00
Miscellaneous	7.81
From interest on endowment (\$5,000)	250.00
	—
Total	\$1,748.06

Expenditures

Direction and teaching (University account)	\$1,750.00
Clerk hire	25.36
Stationery, printing, and postage	8.50
Janitor and assistance	529.55
Custodians	149.00
Fuel	411.95
Lights	154.78
Water	135.70
Apparatus	99.87
Supplies and repairs	375.00
Athletic grounds	100.00
Insurance	39.60
Telephones	21.00
Paving tax	79.80
Total	\$3,880.11

	Estimated	Actual
Expenditures, 1909-10	\$4,171	\$3,880.11
Income, 1909-10	1,500	1,748.06
Drawn from University funds	\$2,671	\$2,132.05

77.14 per cent of the men in all departments made use of the Gymnasium—a slight falling off compared with previous years. But the percentage of College undergraduates (88.66) remains very nearly the same, and the percentage of College undergraduates enrolled in the credit classes has risen to 43.04. Thirty of these latter students attended during the first semester only, but the remaining 137 (82 per cent) completed a full year's work. One section (10 o'clock) of the beginning credit class was taught by Mr. Victor C. Doerschuk. The other two, and the advanced class, were taught by Professor Savage.

The mixed classes, intended primarily for Academy students but open to men in all departments, were under the general charge of Mr. Doerschuk, who taught the advanced section at 4 o'clock himself. The beginning section at that hour was led by Mr. G. C. Gray and the two sections of the 3 o'clock class were led by Mr. W. R. Morrison and Mr. A. C. Pelton, all three of them students in

the Teachers Course in Physical Training. These classes furnished systematic instruction five days a week throughout eighteen weeks of the year, from November 22 to April 16, and during that period Academy students were expected to attend at least three times each week, unless excused by the Principal. As a matter of fact, out of the 180 men in the Academy last year 9 were enrolled in College credit classes, 108 in the mixed classes, 28 took no class work, although they were assigned lockers in the Gymnasium, and the remaining 35 seem to have made no use whatever of the building. Further, of those Academy students enrolled in the mixed classes only 13 attended fifty or more hours out of the required fifty-four, while 71 were present less than forty times, 55 less than thirty times, 38 less than twenty times, and 23 less than ten times. It is evident, therefore, that the Gymnasium now fails to reach effectively all but a small proportion of this group of boys and young men who presumably stand in greater need of its services than do the older and less plastic students in other departments.

From about the 1st of December till the middle of March various teams were given the use of the main floor between 7:30 and 9:30 on four evenings of each week for regular practice in basket ball. Not only candidates for the Varsity and Academy teams were thus accommodated, but it was possible to assign a period to the high school boys, 45 of whom paid the fee entitling them to the privileges of the building for this or other purposes. Students in the Business College were also given a special period. Each of the College classes had two half-hour practice periods a week during the day time for its basket ball team, and the usual series of inter-class games was played on Monday mornings. The schedule of Varsity and Academy games occupied Saturday afternoons, and occasionally the evenings, from early in January to the middle of March. The use of the building was also granted on eleven evenings for social gatherings of the different College classes and the Conservatory women. On twenty evenings between the middle of January and the middle of March four boys' clubs conducted by College students under the auspices of the Young Men's Christian Association met for an hour's exercise in the basement rooms. This seemed a valuable opportunity for extension work, and since the boys were not allowed in any other part of the building, or to use it at any other time, they were not required to pay the usual fee,

but the Association was charged a small sum to cover the cost of extra lighting. These club members are not included in the figures given in my opening table.

Assistance in making physical examinations was rendered by Mr. Doerschuk and Mr. W. R. Morrison. Two hundred new students were examined (170 of them within the first six weeks of the year), and 66 old students were re-examined, in addition to the large number of candidates for the different Varsity and Academy athletic teams who were given partial examinations before receiving certificates of physical fitness.

During the year the slate partitions and floors of the shower stalls on the south side of the bath room were removed and the exposed surface was cemented over, giving five open showers. This has corrected troublesome leaking and permits rapid bathing by large numbers. The individual stalls on the north side were retained. Fairbanks platform scales were procured and placed in a convenient corner of the locker room, to accommodate the large number of men who wish some such means of noting changes in their physical condition. A second suspended horizontal bar was added to the equipment on the main floor, and another pair of flying rings was replaced by new adjustable ones. The problem of keeping gymnasium mats clean seems to have been successfully solved by the purchase of an Arnold electric (vacuum) cleaner, for use in the two gymnasia. In March a piano was rented from the Conservatory of Music to provide an accompaniment in marching, dancing, and other rhythmical class exercises, and most of the cost for the balance of the year was met by re-renting it for the evening social gatherings already mentioned.

The completion of the present building is, of course, our greatest need. The additional basement rooms would provide accommodations for our own and visiting athletic teams which are now altogether lacking, and would bring great relief in other directions. The second locker room on the first floor would make it possible to provide each man with an individual locker. Last year there were only 427 lockers for the 608 persons enrolled, and one hundred less than the number of students who actually made use of the building. Professor Savage would secure the ample office room he so much needs, and the cramped quarters he now occupies could again be employed as a waiting room for the Director's office, as origin-

ally planned. The added exercising hall on the second floor would release the larger room for games and individual work at the most crowded period of the day, from 3 to 5 o'clock; and the photographic rooms above would permit the accumulation of valuable material for purposes of instruction. Minor alterations in the present portion of the building, which could be made at no great expense while the north end was being added, would enhance its usefulness and convenience. Meanwhile the prospect of these and other building operations in the close neighborhood of the gymnasium yard at the west and north delays the execution of plans for its improvement, which the proximity of the Men's Building has now made doubly appropriate.

Only less imperative is the demand for a third man in the department, who shall be a permanent appointee with the rank of instructor or associate professor, and give all his time to the work. Junior and senior students in the Teachers Course are now rendering valuable assistance, but it is not of the sort required for the best interests of all concerned. In administrative work, in the examining room, to provide for one section of the beginning credit class and for the mixed classes which meet at three and four o'clock, to give certain special instruction and oversight to pupils in the Teachers Course, and for other purposes, such a man has come to be indispensable, and we are on the lookout for a suitable candidate. The adequate development of intra-mural and inter-collegiate athletics calls for still further additions to plant and staff of instruction, but the statement of this phase of our common problem I leave to my colleague, Professor Savage.

Respectfully submitted,

FRED EUGENE LEONARD.

REPORT OF THE DIRECTOR OF ATHLETICS

To the President:

SIR—Our Intercollegiate contests during the year 1909-10 and the scores were as follows:

Oberlin College foot ball team played seven games, as follows:

October 2—Oberlin 37, Heidelberg 0; at Oberlin.

October 9—Oberlin 6, Cornell 16; Ithaca.

October 16—Oberlin 5, Ohio Wesleyan 0; at Oberlin.

October 23—Oberlin 0, Case 0; at Oberlin.

October 30—Oberlin 22, Hiram 0; at Oberlin.

November 6—Oberlin 20, Western Reserve 0; at Cleveland.

November 20—Oberlin 26, Ohio State 6; at Oberlin.

Oberlin College basket ball team played twelve games, as follows:

January 8—Oberlin 56, Brown and White of Case School 8; at Oberlin.

January 15—Oberlin 21, Allegheny 20; at Oberlin.

January 21—Oberlin 22, Ohio Wesleyan 18; at Delaware.

January 22—Oberlin 28, Ohio State 33; at Columbus.

February 5—Oberlin 37, Denison 11; at Oberlin.

February 10—Oberlin 18, Colgate 48; at Hamilton.

February 11—Oberlin 24, Cornell 18; at Ithaca.

February 12—Oberlin 19, Syracuse 14; at Syracuse.

February 19—Oberlin 57, Ohio Wesleyan 9; at Oberlin.

February 26—Oberlin 43, Wooster 12; at Oberlin.

March 3—Oberlin 21, Wooster 14; at Wooster.

March 5—Oberlin 34, Hiram 20; at Oberlin.

March 12—Oberlin 17, Ohio State 22; at Oberlin.

Oberlin College base ball team played twelve games, as follows:

April 30—Oberlin 2, Buchtel 1; at Oberlin.

May 7—Oberlin 1, Case 6; at Cleveland.

May 11—Oberlin 0, Michigan 2; at Ann Arbor.

May 14—Oberlin 2, Western Reserve 3; at Oberlin.

May 19—Oberlin 2, Cornell 14; at Ithaca.

May 20—Oberlin 5, Keuka 6; at Keuka Park.

May 21—Oberlin 2, Syracuse 3, at Syracuse.

May 23—Oberlin 4, Michigan 1; at Oberlin.

May 28—Oberlin 6, Case 5; at Oberlin.

June 3—Oberlin 1, Wooster 4; at Wooster.

June 6—Oberlin 0, Ohio Wesleyan 2; at Delaware.

June 18—Oberlin 12, Wooster 4; at Oberlin.

The Oberlin College track team participated in five meets, as follows:

November 20—Cross country run, 5 men only, Wooster vs. Oberlin, at Oberlin. Won by Oberlin.

February 14—Indoor dual meet, Ohio Wesleyan vs. Oberlin, at Delaware; Oberlin 40, Ohio Wesleyan 45.

April 9—Indoor dual meet, Notre Dame vs. Oberlin, at Notre Dame; Oberlin 28 2-3, Notre Dame 72 1-3.

April 30—Dual meet at Columbus; Oberlin 56½, Ohio State 60½.

May 16—Dual meet at Oberlin, Oberlin 63½, Western Reserve 53½.

May 27—Bix Six meet at Columbus; Oberlin 44 3-5, Ohio State 40 1-5; Western Reserve 27, Ohio Wesleyan 26 1-3, Miami 12, Wooster 8, Kenyon 2.

The Athletic Association again undertook to hold an interscholastic Track Meet May 21st, to which the following High Schools were invited:

Bellevue
Lorain
Wellington
Clyde
Norwalk
Fostoria
Elyria
Sandusky
Fremont

Five days before the meet was to come off, so many of the schools which had been invited had sent word that they would be unable to compete, that the meet was declared off.

From the consideration of victories only, the year 1909-10 was one of the greatest in our intercollegiate athletic history. The foot ball team was again efficiently coached by Harvey R. Snyder, and at the close of the season we were awarded the mythical state championship by all the great city newspapers of the state. It is a great satisfaction to me to report that the season was also the most successful financially that we have enjoyed at Oberlin for some time.

The basket ball season was again a highly satisfactory one. The team was under the charge of the Undergraduate, Coach George A. Vradenburg, of the class of 1910. The team was well handled, and played a heavy schedule with great credit to itself and the

college. Victories over Cornell and Syracuse on their own floors are worthy of especial mention. For the second time we came through to the last game of the season, that with Ohio State on our own floor, in such a position that this game was acknowledged to be the deciding game for the intercollegiate championship of Ohio. Ohio State by winning this game gained the undisputed championship. The basket ball season was also unusually successful financially.

The base ball team was also coached by Mr. Vradenburg. Lack of material of varsity calibre made it impossible to develop a team of the highest class. However, taking it as a whole, we have reason to be proud of the record of the season. Financially, our base ball season by the strictest economy was about able to carry itself.

The year in track athletics was the best in many years. As shown above in the record of the team, we won the Ohio Intercollegiate meet at Columbus, which was this year open to all colleges in Ohio, even those outside of the Ohio Conference. The team was again without a coach, but under the management of Captain Charles L. Shedd and student Manager C. Dean Wells a well balanced team was developed, and the team was brought to such a fine physical condition by the time of the Bix Six meet that we were able to win the meet by a narrow margin. In this connection I must not fail to mention the remarkable performance of one member of the team, Mr. Arthur F. Baker, class of 1911, who was sent to the Western Conference Intercollegiate meet at Urbana, Illinois. Mr. Baker accomplished the remarkable feat of lowering the Western Conference record for the mile run from 4:25 to 4:20-4-5, and after a short interval for rest, entered the two mile and equalled the Conference record in the remarkable time of 9:50.

Last spring the Athletic Association, through its Board of Directors, and on the advice of the Director of Athletics, leased the Morgan Street tennis courts, and opened them to college students at a nominal fee of one dollar per season. The venture was a decided success, and the amount of fees received was such that the courts were self-supporting. A very unusual amount of interest was taken in tennis, and a very great impetus was given to this delightful sport.

A summary of the report of the Graduate Treasurer for the year 1909-10 is as follows:

Net debt, August 31, 1909.....	\$1,182.25
General Account, deficit	\$ 44.64
Football Season of 1909, surplus.....	318.63
Baseball Season of 1910, deficit.....	246.37
Track Team of 1910, deficit	16.27
Basketball Season of 1910, surplus.....	299.01
Tennis Season of 1910, surplus	22.59

Net profit, year of 1909-10	\$ 332.95
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Net debt, August 31, 1910	\$ 849.30
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The year was one of unusually fine spirit in athletics. In all our intercollegiate relations there were no unpleasant episodes. The representation afforded us by the members of our various teams was such that we have every reason to feel proud of them both as teams and individuals.

At home there were no unusual circumstances to characterize the year as materially different from the preceding. The only advance steps taken were in the beginning of the construction of a cinder track at Athletic Park, and in the leasing of the Morgan Street tennis courts. Although a tennis team represented us in three intercollegiate meets, this branch of athletics has not yet been recognized by the Athletic Association as an intercollegiate sport and no 'varsity "O" is granted to members of the tennis team.

For the first time in the history of Oberlin College the University Budget for 1909-10 contained an appropriation of \$100 for the department of athletics. Small as this amount seems compared with present needs, it has, nevertheless, been the source of the greatest satisfaction to your Director of Athletics. Here at least is an appropriation which can surely be applied to the care and betterment of our athletic plant. No matter if unfavorable seasons financially are incurred in all branches of sport, no exigency of the athletic association can divert this small appropriation from the work of progress.

If I may be pardoned for the diversion let me at this point call your attention to the altogether precarious and undignified system

under which we are still carrying on our sports here. By special subscriptions, chapel appeals to college loyalty, rallies and clap-trap advertising methods, we exploit our student body in the hope that we may persuade or bull-doze a sufficient number of them into attending athletic events to furnish us with the revenue necessary to maintain our teams, our plant, and our athletic prestige. To my mind such a state of affairs is deplorable. How much better it would be for all concerned if athletics (I do not here mean 'varsity teams) were at least partially maintained by income from endowment, by a fixed student athletic fee, by a blanket student interests ticket, or by some method which would produce a fixed and certain revenue on which the athletic management could rely. Students could then feel themselves free to follow their own inclination and there would be no need to urge them to "come out and root for the team" when it might be more to their taste and certainly more to their physical well-being for them to take a tramp to the lake, spend an afternoon in the woods, or enjoy their own game of tennis, golf, or baseball. Surely if we believe that sports have a real place in our educational system we must soon provide for them in a manner which places them out of the jeopardy of inclement weather and the whim of the crowd.

Again, under our present system, since the support of the crowd, both of students and the public, is dependent upon the calibre of the 'Varsity teams, it follows that every effort must be made and sacrifice incurred that we may produce winning 'Varsity teams. This policy is beyond question educationally unsound. It fosters the professional coach, it shapes the making of schedules, and altogether over-emphasizes the importance of intercollegiate athletics.

Among the colleges of Ohio the athletic situation continues fairly satisfactory. The Ohio Conference is growing steadily and by the admission of Ohio University, Miami University, and the University of Cincinnati, now comprises twelve colleges. Heidelberg University last year withdrew from the Conference, the first and only institution that has ever taken this step.

In the country at large the Intercollegiate Athletic Association continues to grow in membership and influence. It is accomplishing a mission. At its Fifth Annual Meeting, held in New York City last December, the question of football reform was again paramount and the football committee was again instructed to revise the rules

radically looking to the elimination of unnecessary roughness and the reduction of physical injury to a minimum.

The writer had the honor of representing Oberlin College at this meeting, and was reëlected to membership on the American Intercollegiate Football Rules Committee.

Respectfully submitted,

C. W. SAVAGE.

REPORT OF THE DIRECTOR OF THE WOMEN'S GYMNASIUM

To the President:

SIR—As this year completes for the director twenty-five years of service, some statistics covering that time are added to the usual report.

The receipts and expenditures of the Gymnasium for 1909-10 were as follows. (The salaries of the Director and Instructor are not included.):

Building Account

Remodeling of Building	\$6,549.32
Paid on Pledges 1907-08	\$ 900.00
Paid on Pledges 1908-09	500.00
Paid on Pledges 1909-10	700.00
Charge off from Gymnasium fees, 1906-07.....	314.94
Charge off from Gymnasium fees, 1907-08.....	828.53
Charge off from Gymnasium fees, 1908-09.....	872.18
Charge off from Gymnasium fees, 1909-10.....	325.55
	\$4,441.20
Deficit	\$2,108.12

Receipts

From University Fund	\$ 800.00
From term bills in the College.....	1,104.50
From term bills in the Conservatory	553.00
From term bills in the Academy	270.25
From rental	28.00
From extra instruction	117.25
From chart fees and sale of supplies.....	1.20
Total	\$2,874.20

Expenditures

Supplies and repairs	\$ 380.81
Eighty additional lockers	270.05

Heat	\$ 452.30
Fuel for bath furnace	36.45
Light	75.42
Water	30.80
Janitor and Assistants	278.75
Telephone	15.00
Stationery, printing and postage	32.67
Music	30.30
Salary	844.00
Grounds	81.67
Apparatus	20.43
Charge off to Building Account.....	325.55
	\$2,874.20

TEACHERS COURSE IN PHYSICAL TRAINING

The receipts and expenditures of the Teachers Course in Physical Training were as follows:

Receipts

From sale of supplies	\$ 51.95
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Expenditures

Teaching	\$172.37
Apparatus	28.85
Use of Golf Grounds	10.00
Printing	10.85
Music	21.32
	\$249.32

The women in gymnasium classes in 1909-10 were distributed as follows:

<i>The College—</i>	No. In College	In Credit Courses	In Other Courses
Graduates	13	2	2
Seniors	89	15	4
Juniors	117	16	7
Sophomores	120	39	11
Freshmen	193	98	28
Specials	41	5	7
Total College	573	175	59

The Academy	169	..	130
Conservatory of Music	424	..	104
Art Department	68	..	4
Public Schools	..	..	2
Kindergarten	..	..	28
Private pupils	..	..	27
Grand Totals	1244	175	354

Three hundred and twenty-three new students received physical examinations, and seventy-one old students were reëxamined. The figures the previous year were three hundred and five, and sixty-three.

The number of students in the Teachers Course in Physical Training was distributed as follows:

Seniors	11
Juniors	13
Sophomores	18
Freshmen	31
	73

The total enrolment for the four preceding years was as follows:

1905-06	54
1906-07	50
1907-08	58
1908-09	62

Ten of the seniors received the diploma of the course, all of whom were satisfactorily placed before graduation.

The work of the past year was probably the best all round work that has been done in the department. Miss Cochran was an exceptionally successful instructor, and carried her part of the work in a way to add to the general efficiency of the whole. She is away on leave of absence this year taking work in the Medical Department of the University of Cincinnati.

Miss Faith Weld Tenney of the class of 1909 was appointed teacher in physical training to fill Miss Cochran's place. She will have charge of the College elective classes, teach a course in Play

and Games, and have charge of most of the practical work and teaching for the seniors in the Teachers Course.

Mrs. Hatch was raised from the rank of teacher to instructor. She has charge of the floor work for the Academy and Conservatory students, teaches a course in Play and Games, and has charge of most of the practical work and teaching of the juniors in the Teachers Course.

On June 6th a pageant was given on Dill Field by two hundred women of the gymnasium classes, the proceeds of which were to be applied on the Field House debt. By request the pageant was repeated for Commencement week.

THE GYMNASIUM AND FIELD ASSOCIATION

The Gymnasium and Field Association had an unusually successful year, due largely to the fact that Dickinson House and Field were both in good working order. The membership increased from 373 the previous year to 593.

The Association has been fortunate in securing Miss Marion Dye for a caretaker. She and her mother are living in the house. The attention the director had been obliged to give to the house has thus been materially lessened.

The Association was started in 1903. Since that time it has raised \$3,110 toward the field and house; \$2,000 for current expenses, and has \$283 toward a swimming pool. The debt of \$358 on the house was paid from the pageant receipts. Free from debt the Association hopes during the coming year to secure a piano, make some repairs on the house, and add to the swimming pool fund.

SWIMMING POOL

I would like again to urge the need of a swimming pool for the women of the College. It is especially necessary for the women of the Teachers Course, some of whom were obliged to go, during the summer, to places where they could be taught swimming, in order to be able to do the work of the positions which they had accepted.

ADDITIONAL STATISTICS

The following table gives, as far as the records have been preserved, the class attendance and the number of physical examina-

tions made for the past twenty-five years. It does not represent the entire number using the gymnasium, as students using it for basket ball, baths, piano arm, and the like, are not included. Exercise in the gymnasium was made compulsory for College freshmen, sophomores and juniors some time in the eighties. It was made elective, with credit, for all college women in 1901. The work has always been compulsory for Academy students, and elective for Conservatory students:

	No. in University	In Gymnas- ium	In College Classes	In Academy Classes	In Conserv'y Classes	In other Classes	No. of 1st Ex- amina- tionis
1885-86	687						175
1886-87	742						205
1887-88	796						188
1888-89	827						203
1889-90	901	320	141	107	52	20	238
1890-91	940	406	146	139	88	33	257
1891-92	787	408	129	141	123	15	224
1892-93	809	439	124	176	129	10	238
1893-94	746	375	114	157	96	8	196
1894-95	769	415	115	186	109	5	227
1895-96	761	425	142	154	117	12	244
1896-97	698	366	134	123	96	13	211
1897-98	755	391	157	124	94	16	194
1898-99	731	346	154	94	86	12	179
1899-00	775	309	133	96	75	5	208
1900-01	803						221
1901-02	827	435	153	99	136	47	240
1902-03	892	367	140	107	111	9	224
1903-04	987	360	165	77	109	9	224
1904-05	1020	365	144	81	124	16	255
1905-06	1087	369	163	104	91	11	241
1906-07	1147	495	207	120	140	28	308
1907-08	1170	478	175	96	150	57	290
1908-09	1217	496	179	80	157	30	305
1909-10	1236	527	232	130	104	61	323
	22110	8092	3047	2391	2187	467	5818

The following table is a record of the Teachers Course in Physical Training:

<i>One-year Course—</i>	No. of Graduates	No. in Course	Teach- ing	Not Teaching	Mar- ried	Died
1886-87	1	1			1	
1887-88	2	2	1		1	
1890-91	5	6	2		3	1
1891-92	3	3	1	1		1
<i>Two-year Course—</i>						
1892-93		3				
1893-94	3	7		2	1	
1894-95	3	12			2	1
1895-96	7	22	2		4	
1896-97	6	13	2		4	
1897-98	2	13	1			1
1898-99	7	17	3		4	
1899-00	6	6	2		4	
<i>Four-year Course—</i>						
1901-02	1	18			1	
1902-03	7	25	4		4	
1903-04	6	39	1		5	
1904-05	7	48	4		3	
1905-06	8	54	6		2	
1906-07	10	50	4		6	
1907-08	11	58	9		2	
1908-09	7	62	7			
1909-10	10	73	10			
	112	532	59	3	47	4

Of the three graduates who are not married and not teaching, one is a medical missionary in China, and the other two are living at home, one on account of her own ill health, and the other on account of the ill health of her mother.

The institutions provided with teachers cover quite a wide range.

Universities and Colleges—

Agricultural College, Michigan	1
Albion College, Michigan	1
Alma College, Michigan	2

Beloit College, Wisconsin	1
Bradley Polytechnic Institute, Illinois	1
Coe College, Iowa	1
Colorado College, Colorado	1
Gates College, Nebraska	1
Hiram College, Ohio	1
Knox College, Illinois	2
Mount Holyoke College, Massachusetts	7
Oahu College, Hawaiian Islands	1
Oberlin College, Ohio	11
Occidental College, California	1
Ohio State University, Ohio	1
Olivet College, Michigan	1
Pomona College, California	1
Rollins College, Florida	1
Shepardson College, Ohio	2
University of Chicago, Illinois	1
University of Cincinnati, Ohio	1
University of Illinois, Illinois	1
University of Indiana, Indiana	1
University of S. Dakota	1
Western College for Women, Ohio	2
Whitworth College, Washington	1
Wilson College, Pennsylvania	2
Yankton College, South Dakota	2

High Schools—

Akron, Ohio	1
Cleveland, Ohio	3
Janesville, Wisconsin	1
Minneapolis, Minnesota	1
St. Louis, Missouri	2
Valley City, North Dakota	1
Washington, District of Columbia	2

Private Schools—

Baton Rouge, La., The Mayo School	1
Birmingham, Pa., School for Girls	1
Calhoun, Alabama, Calhoun Colored School	1
Cleveland, Ohio, Miss Mittleberger's School	1
Columbus, Ohio, Columbus School for Girls	1

Detroit, Mich., Detroit Home and Day School	1
Endeavor, Wis., Endeavor Academy	1
Greenwich, Conn., Ely School for Girls.....	1
Jackson, La., Wildwood Seminary	1
Knoxville, Ill., St. Mary's School	1
Meriden, N. H., Kimball Union Academy.....	1
Makawao, H. I., Makawao Seminary	1
Pennsburg, Pa., Perkiomen Seminary	1

Schools for Special Classes—

Atlanta, Ga., Settlement Work	1
Cleveland, Ohio, Pilgrim Church	2
Columbus, Ohio, Institute for Feeble Minded.....	1
Fort Wayne, Ind., State School	1
Glenwood, Ia., Institute for Feeble Minded.....	1
Kalamazoo, Mich., Parish House, St. Luke's Church....	1
Orange, N. J., School for Arrested Mental Development.	1
Ravenswood, Ill., Private Class	1
Rochester, N. Y., Deaf Mute Institute.....	1
Massage	2
Physician's assistant	1
Private work	4

Normal Schools—

Brockport, N. Y., Brockport State Normal.....	2
Mt. Pleasant, Mich., Mt. Pleasant State Normal.....	1
Valley City, N. Dak., State Normal.....	1

Summer Schools—

Pontiac, Mich.	1
New York City, Columbia University.....	2

Grades in the Public Schools—

Buffalo, N. Y.	2
Cleveland, Ohio	3
Dover, Ohio	1
Jamestown, N. Y.	2
Kenton, Ohio	1
Ransom, Ill.	1
Stamford, Conn.	1
Washington, D. C.	3
Wolcott, N. Y.	1

Playgrounds—

Buffalo, N. Y.	1
Chicago, Ill., South Park	2
Cleveland, Ohio	4
Los Angeles, Calif.	1
Pittsburg, Pa.	6
Portland, Oregon	1

Young Women's Christian Associations—

Akron, Ohio	1
Aurora, Ill.	1
Bellingham, Wash.	1
Bloomington, Ill.	1
Cedar Rapids, Ia.	3
Cincinnati, Ohio	2
Cleveland, Ohio	1
Columbus, Ohio	1
Davenport, Ia.	1
Decatur, Ill.	1
Dubuque, Ia.	1
Elgin, Ill.	1
Grand Rapids, Mich.	1
Harlem, New York City	4
Indianapolis, Ind.	1
Jackson, Mich.	1
Keokuk, Ia.	1
Lancaster, Pa.	2
Mansfield, Ohio	1
Minneapolis, Minn.	1
Ottumwa, Ia.	4
Passaic, N. J.	1
Paterson, N. J.	2
Peoria, Ill.	2
Plainfield, N. J.	1
Portland, Me.	1
Portland, Oregon	1
Riverside, Calif.	3
Sioux City, Ia.	3
Schenectady, N. Y.	1

South Bend, Ind.	3
Springfield, Mo.	2
St. Louis, Mo.	1
Tacoma, Wash.	1
Toledo, Ohio	4
Trenton, N. J.	4
Utica, N. Y.	1
Vancouver, British Columbia	1
Youngstown, Ohio	1

In closing this report I wish to acknowledge my indebtedness to Miss Julia Dickinson, not only for the financial support she has given the department, but for the never failing, loving friendship that she gave me as long as she lived. It is a pleasure to me that the girls' field and house bear her name.

Respectfully submitted,

DELPHINE HANNA.

REPORT OF THE SUPERINTENDENT OF BUILDINGS AND GROUNDS

To the President:

SIR—Since my last report the College has acquired the following property in Oberlin: the Matthews property on West Lorain street, the Rowley property on North Main street, and the Second Church parsonage on West College street. The Matthews property consists of a lot 94x198 feet, situated on the south side of West Lorain street, west of the center of the block in which Peters Hall stands, together with a house and barn of rather inferior construction. The Rowley property consists of a lot immediately north of Keep Home on North Main Street, 66x342 feet, and a very good house. This lot, in connection with the Keep Home lot, would make an excellent site for a dormitory building. The Second Church property consists of a lot 66x228 feet, immediately west of the Dascomb Cottage and office building lots on West College street, and contains a 12-room house, upon which the College has expended about \$438.31 in repairs and improvements since its purchase. These three adjoining lots, having a combined frontage of 214½ feet, would make a good site for a large college building on the south side of the Peters Hall block, about opposite the Men's Building.

This most important new work of the year has been the completion of Rice Memorial Hall, a four-story building to be used by the Conservatory of Music for additional teaching and practice rooms, and the continuance of the work upon the Men's Building. The third floor, or dormitory portion of this building, is entirely completed and furnished, and contains 42 sleeping rooms, accommodating 73 persons; 2 large toilet rooms, linen closets, store room, etc. The remaining portion of this building should be completed not later than the middle of December.

There have not been as many changes in college buildings as usual this year. The most important is the alteration made in the three large rooms on the third floor of Peters Hall. One of these was fitted up with wall benches, gas, electric light, etc., and will

be used for laboratory purposes by the Department of Physics. The other two were divided into three rooms each, two of which are to be used as recitation rooms, and the others as laboratories in the Department of Psychology. At the Reamer house, heretofore used as a rooming house by several single members of the college faculty, a rear room on the first floor was converted into a kitchen by the removal of partitions, and building an outside entrance and supplying necessary plumbing, gas and electric connections, cupboards, etc. A hard wood floor was laid in an adjoining room to fit it for use as a dining room. Additional heat was also provided for these rooms and the bath room. The outside of the house was also painted. Total cost of this work, \$328.91. An additional rent of \$60 per year is to be charged for this house.

Various changes in the Magraugh house on the corner of Elm and Cedar avenue, consisting of additional plumbing and heating, gas pipes in four more rooms, together with papering and painting of nearly all of the interior of the house, and painting of the outside, costing about \$250.00, were necessary to put this house into rentable condition. After standing idle for two seasons the house is rented this year for \$360.

A new stone walk was laid in front of the Stevens house on Cedar avenue; also new walks connecting Rice Memorial Hall with the street walk and with the walk around Warner Hall. Walks have been raised in front of various college properties where, from having become uneven, or from being laid originally too low, water has not drained off promptly.

After repeated efforts, during several years past, to get the State Department to act, orders were issued this year for the placing of fire escapes and the making of certain structural changes in several of the large women's boarding houses owned by Oberlin citizens. These orders either have been or are being carried out.

The situation with regard to the heating of the college buildings this winter is rather discouraging. After the last meeting of the Board of Trustees a proposition was received from the Oberlin Gas & Electric Company offering to make certain changes and additions to the existing plant, and, upon what seemed like satisfactory evidence to the committee having this matter in charge that the work would be done, the proposal was accepted. These changes consist in the substitution of 14 inch steam main for 10 inch from the

power house to South Main Street, corner of South Street; of 10 inch for 7-inch main from College Place, opposite Baldwin Cottage to Warner Hall or Peters Hall; in the laying of 8-inch main from the intersection of West Lorain and North Professor streets to the Men's Building; the installation of an additional 250 horse power boiler and a large feed water heater at the power house; together with some changes in the steam piping and existing boilers, looking toward better efficiency; also a more efficient drainage for the steam main on South Professor Street.

I am sorry to have to report that in spite of the most strenuous efforts on the part of the committee, the only portion of this work so far undertaken is the installation of the steam main to the Men's Building, at this time only partially completed.

In view of the evident incapacity or unwillingness of the Oberlin Gas and Electric Company to carry out its agreements, and because of the favorable financial showing made in the report of R. D. Kimball, already considered by them, the Board of Trustees should be asked once more to consider the question of the installation of our own central heating and lighting plant.

Respectfully submitted,

C. P. DOOLITTLE.

NECROLOGY

To the President:

SIR—This report includes all deaths, of which reports have been received, during the academic year 1909-1910, together with one of earlier date only recently reported.

Rev. Samuel F. Porter, a member of the first class graduated from the institution [Seminary, 1836], and for many years, now, its only survivor, is the senior alumnus. He was 97 years of age September 17, 1910.

Respectfully submitted,

LUTHER D. HARKNESS.

INDEX

CLASS	AGE
1864 Adams, Theron Edwin Winfield	75
1867 Allen, Alice Woodworth	64
1863 Ampt, William Martin	69
1884 Buckley, Frank Seldon	53
1866 Burrell, Dwight Robbins	67
1890 <i>Campbell</i> , Mary Lewis Champ	41
1907 Clark, Harold Hyde	26
1904 Clarke, Myra	31
1881 Colton, Alfred Ely	50
1856 <i>Denton</i> , Sarah Elizabeth Canfield	73
1868 French, Herman Augustus	65
1872 <i>Fraser</i> , Sarah Olivia Morgan	59
1900 Hall, Alice Underwood	36
1850 <i>Harper</i> , Eunice Thomson	81
1848 <i>Hill</i> , Helen Maria Jones	80
1891 Johnson, Cornelia Mussey	40
1856 <i>Johnston</i> , Adelia Antoinette Field	73
1875 Johnston, John	57
1887 <i>Kelsey</i> , Helen Lucy Wells	44
1906 Kwiatkowski, Henry Marian	35

1849	<i>Lafferty</i> , Electa Smith	86
1854	<i>Martin</i> , Mary E. Jones	75
1891	<i>Mattson</i> , Louise Frazyer	43
1859	<i>Merrell</i> , Edward Huntington	75
1866	<i>Morgan</i> , Anna Eugenia Felicia	64
1846	<i>Morse</i> , Eliza M. Blakelee	85
1843	<i>Penfield</i> , Samuel	89
1902	<i>Pritchard</i> , William Henry	30
1870	<i>Reed</i> , Arthur Tappan	65
1861	<i>Risley</i> , Ella Sienna	70
1903	<i>Rose</i> , Anna May Crisman	31
1850	<i>Sessions</i> , Lucy Ann Stanton	79
1906	<i>Simmons</i> , Harry Thomas	26
1868	<i>Smith</i> , Hinds	62
1849	<i>Starbuck</i> , Charles Casey	82
1875	<i>Stone</i> , Henry	58
1907	<i>Tubbs</i> , Charles Samuel	32
1859	<i>Walker</i> , George Washington	78
1859	<i>Waters</i> , Lucy Aurelia	73
1862	<i>Welton</i> , Charles Henry	73
1872	<i>Wilmot</i> , Julia A.....	62

NECROLOGICAL RECORD OF ALUMNI

SEPTEMBER 1, 1909—AUGUST 31, 1910

1843

SAMUEL PENFIELD was born in Harpersfield, N. Y., February 10, 1821. He enrolled at Oberlin in 1835; was graduated from the College in 1843, and from the Seminary in 1846. He was ordained to the ministry at Granger, Ohio, in 1849; and for thirty-four years he was engaged in pastoral work, serving churches in Ohio, Illinois, Iowa and Dakota. Since his retirement from the active ministry Mr. Penfield has made his home with his daughter, Mrs. M. H. Luke, at Pontiac, Ill., and he died there of paralysis, February 3, 1910.

September 14, 1846, Mr. Penfield married Margaret M. Drake, a student at Oberlin during 1841-46. She died September 29, 1875.

1846

ELIZA M. BLAKELEE-MORSE was born in Tallmadge, Ohio, October 14, 1825. She began study here in 1843, and was graduated from the Literary Course in 1846. During 1846-48 she taught in the Conneaut, Ohio, academy; and, except for an interval of five

years' school work in Baton Rouge, La., (1856-61) and three years at Avon, Ill. (1861-64), she was principal of the Union seminary at Poland, Ohio, from 1848 to 1880. November 2, 1881, she married Henry K. Morse of Poland, who died in July, 1909. From October of that year Mrs. Morse made her home with her sister, Miss Julia E. Blakelee, at 196 West College street, Oberlin, and she died there, as a result of a fall, April 20, 1910.

1848

HELEN MARIA JONES-HILL was born in Dover, Vt., April 17, 1830. She began study at Oberlin in 1844, graduating from the Literary Course in 1848. She taught a year in Sheffield, Ohio; a year in Rochester, N. Y.; three years in Iowa: was a Christian Commission hospital nurse, for a time, during the civil war; and, for three years, a teacher in the Freedman's schools. January 19, 1870, she married Rev. Edwin S. Hill; and for thirty-five years their home was at Atlantic, Ia., where Mr. Hill was pastor of the Congregational Church. In 1905 they removed to Redlands, Cal.; and Mrs. Hill died there, after a long illness, of heart failure, May 20, 1910.

1849

ELECTA SMITH-LAFFERTY was born in Strykersville, N. Y., June 9, 1824. The family home was in Oberlin when she enrolled here as a student in 1841. She graduated from the Literary Course in 1849, and during the three years following was a teacher among the Indians at Belle Prairie, Minn. June 1, 1852, she married Robert M. Lafferty, also a missionary teacher. Having continued together in the work eight years, Mr. Lafferty engaged in business in Davenport, Ia., and they remained there until his death, March 12, 1891. Mrs. Lafferty then made her home with her daughter, Mrs. William Morris, in Oakland, Cal., and she died there, of heart disease, May 23, 1910.

CHARLES CASEY STARBUCK was born in Boston, December 4, 1827. He came to Oberlin from Troy, N. Y.; graduated from the College in 1849, and from Union seminary in 1854. He was a missionary in Jamaica during 1855-61, and 1866-71. He taught for a time in Union and Andover seminaries, and in Berea college; and held pastorates at Wittemberg, Iowa, Columbus, and Monroe, Neb., and Chardon, Ia. From 1883 he resided in Andover, Mass. and was engaged in literary work. He was one of the translators and annotators of a series of Biblical commentaries; wrote many articles for the "Methodist Review," and contributed occasionally to the "Andover Review" and other church publications. He died at Andover, of cancer, July 23, 1909.

May 27, 1857, Mr. Starbuck married Mary J. McGraine, who died the 27th of the following month. His second wife, Harriette A. Pratt, whom he married November 29, 1872, survives him.

1850

EUNICE THOMSON-HARPER was born in Sparta, N. Y., September 15, 1829. She prepared for College at the Nunda, N. Y., academy; enrolled at Oberlin in 1847; was graduated from the Literary Course in 1850, and during the two years following taught in Cincinnati.

August 31, 1853, she married Rev. Almer Harper, also a graduate at Oberlin in 1850, and they went to Rochester, N. Y., where Mr. Harper was minister of a church for two years. This was followed by a four years' pastorate at Sabula, Ia., and one year at Le Claire. In 1861 they made their home at Port Byron, Ill., where for thirty years Mr. Harper was minister of the Congregational church.

From June, 1908, Mr. and Mrs. Harper lived with their children; and Mrs. Harper died of pneumonia at the home of their son, E. T. Harper, in Chicago, January 11, 1910. Mr. Harper survives her, as do also three sons, all graduates of Oberlin:—E. T. Harper, professor, Chicago seminary, A.B., '81; E. H. Harper, professor, Northwestern university, A.B., '90; and R. A. Harper, professor, university of Wis., A.B., '86.

LUCY ANN STANTON-SESSIONS was born in Cleveland, Ohio, October 16, 1831. She came to Oberlin as a student in 1846, and completed the Literary Course in 1850, being, it is said, the first colored woman to graduate from an American college. She was for a time principal of a school at Columbus, Ohio; from 1871 to 1878 she taught in Fayette, Miss.; and during 1884-90 in the Chattanooga public schools. She also did private teaching there; she gave instruction in Loomis seminary; and was for a time preceptress of the Normal, Ala., A. M. A. college. In 1903 she removed to Los Angeles, Cal., and that was her home until her death, February 18, 1910, the immediate cause being pneumonia.

November 25, 1852, she married William H. Day, a graduate from Oberlin in 1847. Her second husband was Levi N. Sessions, whom she married June 26, 1878. Mr. Sessions and one daughter, Florence N. Day, survive her. Mrs. Sessions was prominent in religious and philanthropic work among her people. She was a W. C. T. U. officer; she gave many temperance addresses, and was a frequent contributor to the press.

1854

MARTHA E. JONES-MARTIN was born in Howellville, Pa., January 5, 1835. She came to Oberlin from Chesterville, Ohio, in

1849, and completed the Literary Course in 1854. From the time of her graduation she was engaged in school work, and taught, in turn, at Canton, Ohio, Hannibal, Mo., and Phoenixville, Pa. In 1865 she went to Vermontville, Mich., as principal of the high school, and held the position two years. October 29, 1867, she married Henry J. Martin, who, with two sons and a daughter, survives her.

Mrs. Martin was very active in church, missionary and temperance work; and was for about thirty-five years member of a church choir. She died, after a long illness, at her home in Vermontville, February 7, 1910.

1856

ADELIA ANTOINETTE FIELD-JOHNSTON was born in Lafayette, Ohio, February 5, 1837. She entered senior year in the Preparatory Department of the College in 1851; graduated from the Literary Course in 1856; and during the two years following was principal of a seminary at Mossy Grove, Tenn. August 17, 1859, she married James M. Johnston, a graduate at Oberlin in 1858, and during the next year they taught together at Orwell, Ohio, academy. Mr. Johnston died January 16, 1862.

Mrs. Johnston taught a year at Albany, Ohio; was principal of the Kinsman academy 1862-65; of the Scituate, R. I., academy 1865-68; and in 1870 she came to Oberlin as principal (from 1894 Dean) of the Woman's Department, and remained in the position thirty years. She was professor of Medieval History; member of the Woman's Board; was elected Alumni trustee in 1901, but resigned the office as she could not legally hold it and retain her professorship; and was a member of the Prudential Committee from 1902 until her death. In 1907 she retired on the Carnegie Foundation, and was made professor emeritus; but she continued to lead a busy life. She traveled in Europe and the far East; she was the active head of the Village Improvement Society; and even after her health became seriously impaired she complied with many of the requests that came to her for lectures and addresses. She died, after an illness of about five weeks, of cerebral hemorrhage, July 22, 1910.

Mrs. Johnston received the degrees of A.M. from Hillsdale college and Oberlin in 1873 and 1878 respectively, and the degree of LL.D. from Western Reserve in 1906.

SARAH ELIZABETH CANFIELD-DENTON was born in Wakeman, Ohio, September 24, 1836. She began study in Oberlin in 1852; graduated from the Literary Course in 1856, and taught for a time at Shaw, Ill.; and she was for many years a teacher in the Wakeman public schools. She died at her home there, November 8, 1909.

November 8, 1860, she married George E. Denton, who died several years since. Four children survive her.

1859

EDWARD HUNTINGTON MERRELL was born in New Hartford, N. Y., April 15, 1835. He prepared for college at Whitestown, N. Y.; began study at Oberlin in 1855; graduated from the College in 1859; was tutor in the Academy during 1861-62, and graduated from the Seminary in 1863. He was professor of Greek at Ripon college during 1863-76; president of the institution 1876-91; and professor of Philosophy from 1876 to 1906, when he retired on the Carnegie Foundation, and was made professor emeritus. During a large part of his forty-nine years' connection with Ripon he also ministered to near-by country churches. He died at his home in Ripon, Wis., of chronic prostatitis and cystitis, February 18, 1910.

Dr. Merrell was for many years an editorial writer for the Chicago "Advance," and, for a time, its editor-in-chief; and he published numerous pamphlets and newspaper articles. He received the degree of D.D. from Lawrence university in 1876, and LL.D. from Middlebury college in 1892.

September 7, 1863, he married Julia R. Hosford, who died February 15, 1876. He is survived by his second wife, Ada Clark, whom he married July 7, 1880, and seven children.

GEORGE WASHINGTON WALKER was born in Montville, Me., February 16, 1832. He began study at Oberlin in 1853, graduating from the Classical Course in 1859; and during the year following was superintendent of the Geneva, Ohio, public schools. He then went to Austinburg, Ohio, as associate principal (later principal) of the Grand River Institute, remaining there four years. From 1865 to 1895 he was, in turn, superintendent of public schools at West Liberty, Ohio; Newark, Lima; and at Adrian, Mich. He removed to Ypsilanti, Mich., in 1897; and from thence to a farm near Belleville, Ohio, in 1899; and he died there of paralysis, March 23, 1910.

Mr. Walker was for many years president of the supt. section,, chairman of the executive committee, and, later, president of the Ohio state teachers association. August 25, 1859, he married Calista Warren, a graduate at Oberlin in 1859, who died September 13, 1862. His second wife, Amelia Jewett, whom he married August 27, 1865, survives him.

LUCY AURELIA WATERS was born in Sparta, N. Y., March 20, 1837. The family home was in Pittsfield when she began study at Oberlin in 1852. She was graduated from the Literary Course in 1859. She was engaged in teaching in Springfield, Ohio, from 1859 to 1861, when failing health interrupted her work, though she subsequently did some private teaching. She has been seriously crippled for many years as the result of an accident. She died of Bright's disease at Springfield, April 30, 1910.

1861

ELLA SIENNA RISLEY was born in Oberlin, June 8, 1840. She enrolled as a student in the Literary Course in 1856, and was graduated in 1861. She taught in Lorain, Ohio, during parts of the three years following; and was for a time engaged in clerical work in Chicago. After about 1870 she made her home principally in Mt. Dora, Fla., until 1905, when she removed to Chattanooga, Tenn. She died there of consumption May 5, 1910.

1862

CHARLES HENRY WELTON was born in Burton, Ohio, January 22, 1836. He came to Oberlin in 1857, and graduated in 1862. He was principal of the Geauga, Ohio, seminary during 1862-65; superintendent of Shelby high school 1865-68; and was pastor of a church at Chester Cross Roads 1869-71. He was engaged in farming near Chagrin Falls, Ohio, during 1871-84, and at Fargo, North Dakota, 1884-93. From 1893 he was in the real estate business, first in Chicago, then in Syracuse, N. Y., and, since 1896, in Cleveland; and he died there of paralysis, October 22, 1909.

Mr. Welton married Persis S. Norton, July 31, 1864; Louisa P. Chapin, March 25, 1884; and September 5, 1891, Adella V. Vaughn, who survives him.

1863

WILLIAM MARTIN AMPT was born in Trenton, Ohio, February 1, 1840. He came to Oberlin from Germantown in 1858, and was graduated in 1863. Meantime, he did military service as captain of the Oberlin company of "Squirrel Hunters" (it included about one hundred Oberlin students), which was on duty in Cincinnati at the time General Kirby Smith's army threatened the city in 1862. Mr. Ampt was chief clerk in the quartermaster's department, U. S. volunteers, at Cincinnati, during 1863-64. He studied law at the University of Albany, from which he received the degree of LL.B. in 1866. He began professional work at Lima, Ohio, and was city solicitor there one year. In 1867 he removed to Cincinnati, where he afterwards resided, and was engaged in legal practice; and he came to be regarded as an authority on questions of municipal and constitutional law. He was prosecuting attorney for Hamilton County during 1871-72; member of the city council 1880-84; and his zeal for civic rights, and honesty and system in dealing with public affairs, earned him the title of "Citizen Ampt."

Mr. Ampt was a prominent advocate of the movement for the adoption of "Esperanto" as an inter-national language; he held diplomas from the Esperanto associations of London and Boston; was vice-president of the local society, and contributed a large number of articles to the press regarding the subject. He also printed many articles in the local papers on public taxation, and other civic and

municipal questions. He was an extensive traveller, having made his eighteenth trip to Europe in the summer of 1908. He was an active member of the Ohio Valley Oberlin Alumni Association, and was its president at the time of his death.

November 3, 1870, he married Mary E. Gunckel of German-town, Ohio, who survives him. He died of heart disease at his home in Cincinnati, December 16, 1909. He was a brother of Francis C. Ampt, a graduate at Oberlin in 1868, who died December 27, 1906.

1864

THERON EDWIN WINFIELD ADAMS was born in Davenport, N. Y., July 16, 1835. His home was in Atlas, Mich., when he began study at Oberlin in 1859. He was graduated in 1864, having meantime served in the army in 1861, as corporal in company C, Seventh Ohio V. I., until he was wounded in action. He also served as an army paymaster's clerk during a part of 1864 and 1865.

Mr. Adams made his home near Chesaning, Mich., and was engaged in farming, although he devoted much time to teaching and other educational work; and he served on the Saginaw county board of school examiners. March 3, 1866, he married Melissa H. Rice, also a graduate at Oberlin in 1864, who, with one son, survives him. He died of softening of the brain, after an illness of four months, at the State hospital at Pontiac, August 18, 1910.

1866

DWIGHT ROBBINS BURRELL was born in Sheffield, Ohio, March 1, 1843. As a boy he worked on the home farm, and studied in the Sheffield and Elyria schools. He enrolled at Oberlin in 1859, and was graduated in 1866, having meantime taught several terms in country schools, and served one hundred days (in 1864) at Washington as corporal in company K, 150th Regiment, O. N. G.

Dr. Burrell graduated from the medical department of the University of Michigan in 1868. During the year following he was a member of the medical staff of New York City insane asylum, and from 1869 to 1876 was assistant physician in the Bloomingdale asylum. In 1876 he went to Canadaigua, N. Y., as resident physician at Brigham Hall asylum for the insane, and was in charge there until his last illness. Under his management the institution attained high standing; his authority as an alienist was widely recognized; he was prominent in the affairs of the county and state medical societies, and he published a number of monographs, and papers in the medical magazines, on brain and nervous diseases. He was especially active in church and civic affairs; was the president and directing force of the village improvement society; was one of the village trustees, and senior warden of St. John's church.

In January, 1908, Dr. Burrell suffered a stroke of apoplexy, and was thereafter a helpless invalid. He was soon removed to Thompson Memorial hospital, of which he was the president, and later to a private residence. A second stroke came early in June, 1910, and he died on the 18th of that month.

March 20, 1890, Dr. Burrell married Clara Kent of Kentland, Ind., who survives him. A brother, Howard A., of Washington, Ia., graduated from the College in 1862.

ANNE EUGENIA FELICIA MORGAN was the daughter of Dr. John Morgan, professor at Oberlin from 1835 to 1880, and she was born in Oberlin, October 3, 1845. She began study in the Institution in 1855, and was graduated A.B. in 1866. During the ten years following she continued her studies at home and in Germany, and gave some time to teaching. She was instructor in Greek and Latin at Vassar college during 1877-78, and professor of philosophy at Wellesley 1878-1900. From 1903 she made her home at Saratoga, Cal., with her sister, Miss Mary J. Morgan, of the class of 1863, and she was engaged there in private teaching, literary work and gardening. She died of heart failure, following pneumonia, at Saratoga, December 23, 1909.

While at Wellesley, Miss Morgan printed privately a pamphlet of "Scripture Studies," and a text of outlines for studies in literature entitled "The White Lady."

1867

ALICE WOODWORTH ALLEN was the daughter of the late George N. Allen, professor at Oberlin from 1838 to 1871, and she was born here September 22, 1846. She enrolled in the Literary Course in 1861, and was graduated in 1867. She gave instruction in music and other subjects in private schools; and during 1874-75 was a student in the Conservatory of Music. In 1874 her family removed to Cincinnati; and Miss Allen continued teaching there in schools, and privately, until 1904, when an attack of illness compelled her permanent retirement from the work. She died at the home of her brother, Dr. George M. Allen, in Cincinnati, January 26, 1910. Another brother, Professor Frederic D. Allen, who died in 1897, graduated at Oberlin in 1863.

1868

HERMAN AUGUSTUS FRENCH was born in Granville, Ill., July 3, 1845. He began study at Oberlin in 1862; graduated from the College in 1868, and from the Theological Seminary in 1871, having, meantime, studied one year at Union seminary. He then engaged in home missionary work in Nebraska, and was ordained to the ministry in 1873. He preached at Milford, Neb., twelve years, at Greenwood, seven years; and then removed to Lincoln. From

1880 he was editor and publisher of the "Nebraska Congregational News," and was actively engaged in the general work of the church in the state. He was secretary of the executive committee of Doane College; and was a member of the State Legislature in 1879-80. He died of paralysis of the throat in Lincoln, January 26, 1910.

June 20, 1881, he married Mary E. Merriam, who, with two daughters, survives him. A brother, Rev. D. E. French, of Lincoln, graduated at Oberlin in 1881.

HINDS SMITH was born in Middleboro, Ohio, November 18, 1848. He entered the Preparatory Department at Oberlin in 1861; graduated from the College in 1868, and from the Theological Seminary in 1871. In October of that year he was ordained to the ministry at Charleston, Ohio, and was pastor there four years. In 1877 he went to Kellogsville, Ohio, and was minister there until failing health obliged him to give up the work, and from 1884 his home was in Oberlin. He taught in the public schools and gave private instruction as his health permitted; and he was the trusted friend, adviser, helper and companion of great numbers of Oberlin boys, who often gathered at his home, or took country excursions under his leadership. From 1898 he was a clerk in the electric road office, but his mornings were his own, and were largely devoted to his boy friends.

Mr. Smith died at the Oberlin hospital, after a brief illness, of pneumonia, February 20, 1910. October 30, 1872, he married Celia E. Kenney, who died March 1, 1874.

1870

ARTHUR TAPPAN REED was born in Austinburg, Ohio February 10, 1845; enrolled at Oberlin in 1866; was graduated from the College in 1870; from the Theological Seminary in 1874; and was ordained to the ministry in October of that year at Medina, Ohio. From 1874 to 1886 he held pastorates successively at Medina, Cedar Rapids, Iowa, and Chardon, Ohio. During the sixteen years following he was engaged in evangelistic work. He was pastor at Twinsburg, Ohio, during 1902-05, and at Madison, Wis., from 1905 until his last illness. He died, following an operation, in the Lakeside hospital, Cleveland, March 24, 1910.

October 21, 1875, he married Kate A. Bushnell, who survives him, as do four children, two of whom, Dudley B. and Carolyn A., graduated at Oberlin in 1903.

1872

JULIA A. WILMOT was born in Columbia, Ohio, December 2, 1848. She first enrolled at Oberlin in 1864, and graduated from the Literary Course in 1872. The year following she taught at Kelley's Island, Ohio. From 1873 she was continuously in the

service of the Cleveland public schools, and was, in turn, grade teacher in the Clark school, assistant principal (later principal) of the Orchard school, and principal of the normal training school. She died at her home, 8508 Cedar Avenue, Cleveland, February 3, 1910.

SARAH OLIVIA MORGAN-FRASER was born in Guilford, N. Y., September 22, 1850. She began study at Oberlin in 1866; was graduated from the Classical Course in 1872, and taught the following year at Huron, Ohio. February 20, 1874, she married James B. Fraser, also a graduate at Oberlin, in 1872, and their home was in Cleveland until Mr. Fraser's death in 1884. During the next twenty years she resided principally in Chicago. In 1907 she and her sister, Professor Helen C. Morgan, of the class of '66 made their home together in Oberlin, and Mrs. Fraser died here of typhoid fever, December 19, 1909. Her only child, Maybelle C., who died in Germany in 1906, was a junior in the College during 1903-04.

1875

JOHN JOHNSTON was born in Middlebury, Ohio, May 22, 1853; enrolled at Oberlin in 1869, and graduated A.B. in 1875. He began the practice of law at Wahpeton, N. Dak., in 1864. Six years later he removed to Chicago, and from thence, in 1893, to Akron, Ohio, and he built up there a successful law, loan, and real estate business. He died of apoplexy at his home in Akron, May 11, 1910.

October 19, 1882, Mr. Johnston married Julia M. Waterbury, of Cleveland, who died in Chicago shortly before his removal to Akron. One son, Ralph W. Johnston, of Oak Park, Ill., survives him.

HENRY STONE was born in Noble County, Ohio, January 22, 1852. He enrolled at Oberlin in 1870, and was graduated A.B. in 1875. He engaged in the practice of law at Marshalltown, Ia., and his home was there continuously up to the time of his death.

February 22, 1910, while delivering a Washington's Birthday address at Marshalltown, he was stricken with apoplexy. Having made a partial recovery, he was taken, June 28, to a sanitarium in Chicago, where he suffered a second stroke, July 29; and he died July 31.

Mr. Stone was a member of the Iowa legislature during 1892-94; was speaker of the House during the 1894 session; was presidential elector in 1892; and was prosecuting attorney for Marshall County during 1899-1902. September 21, 1887, he married Flora Powell, who survives him.

1881

ALFRED ELY COLTON was born in Monson, Mass., November 9, 1859. He came to Oberlin in 1876; was graduated from the College in 1881; studied one year at Yale divinity school; graduated

from the Theological Seminary in 1884; and in the same year was ordained to the ministry at Rootstown, Ohio. He preached at Edinburgh and Charleston, Ohio, during 1884-86; Lyme, Ohio, 1886-89; Galesburg, Ill., 1889-90, and at Patchogue, N. Y., 1890-96. In the fall of 1896 he was appointed field secretary of the American Bible Society of Massachusetts; and in 1899 he was made its district agent for New England. He was editor of "World-Wide Bible Work" and contributed many articles to the religious papers.

June 13, 1884, he married Clara P. Smith, also a graduate at Oberlin in 1881, who, with four children, survives him. He died of pneumonia at his home in the Dorchester district, Boston, December 18, 1909.

1884

FRANK SELDON BUCKLEY was born in Ripon, Wis., October 1, 1857. He studied in the Manistee, Mich., schools; spent two years in the naval academy at Annapolis; entered Oberlin in 1881; graduated A.B. in 1884; and in 1889 completed the course for the degree of D.D.S. at the University of Michigan, continuing his studies there for another year. He studied and practiced dentistry in Berlin three years, and then spent a year in the far East. During 1894-1900, and from 1906 until his decease, he followed his profession in Chicago; and during 1901-05 in Constantinople, Turkey. He died, after a brief illness, of pneumonia, at his home in Oak Park, Ill., January 17, 1910.

Dr. Buckley was prominent in church and missionary work; was superintendent of the Christian Endeavor missionary work among sailors in Chicago, and honorary secretary of the British and foreign sailors society in Constantinople. November 26, 1885, he married Carrie E. Smith, a student at Oberlin during 1881-85, who, with one son, Harold N., survives him.

1887

HELEN LUCY WELLS-KELSEY was born in Lenox, Mass., December 25, 1865. She began study at Oberlin in 1882, graduating from the Literary Course in 1887. During the three years following, she taught in a girls school in Broosa, Turkey. She returned to this country in February, 1890; and was married March 11, 1891, to Henry E. Kelsey. From January, 1895, she was engaged almost continuously in teaching in various schools in Hawaii, and her work there was very successful. At the time of her death she was a teacher in the Honolulu grammar school.

Mrs. Kelsey had, for a considerable period, been a great sufferer at times from mental depression; and as a result of an exceptionally severe attack, her mind became unbalanced, and, while in this condition, she took her own life at her home in Honolulu, September 28, 1909.

1890

MARY LEWIS CHAMP-CAMPBELL was born in Mt. Pleasant, Ohio, July 12, 1868. She enrolled at Oberlin in 1887, and graduated from the Literary Course in 1890. She taught one year at Wheeling, W. Va. August 5, 1891, she married James E. Campbell, and for three years she was associated with him as a teacher in the West Virginia Institute at Farm, of which she was, for a time, the woman principal. Their home was for several years at Pomeroy, Ohio; and she taught during 1902-03 in the Frankfort, Ky., State Normal school. In July, 1909, she made her home in St. Louis, and she died there of tonsillitis, October 18, 1909.

1891

CORNELIA MUSSEY JOHNSON was the daughter of Mr. Edward P. Johnson of Oberlin, and was born here February 12, 1869. She studied in the Oberlin high school and in Wells College; enrolled at Oberlin in 1888, and graduated A.B. in 1891. She studied in the Conservatory of Music during 1891-92, and taught in the '92 summer school. She was a teacher in Carleton college 1895-98; in business in Delta, Colo., '98-1901; teacher and, later, principal, Cedaredge, Colo., schools, 1901-03; and principal of the high school at Delta, 1903-04. She lived on a ranch from 1905 until 1908, when she was appointed postmistress at Cedaredge. She died of consumption at Colorado Springs, September 18, 1909.

Miss Johnson was an officer of the Woman's Republican League, the Woman's Club of Delta, and of the library associations of Delta and Cedaredge; member of Cedaredge board of education; and was a frequent contributor to the "Colorado School Journal."

LOUISE FRAZYER-MATTSON was born in Decaturville, Ohio, September 26, 1867. She prepared for college in the Marietta high school; enrolled at Oberlin in 1887, and was graduated Ph.B. in 1891. During the three years following she taught in the State University of Washington; and was for a part of the time, dean of the woman's department. In 1894 she came to Oberlin as teacher of elocution in the Academy; and she held that position until her marriage, June 30, 1897, to Rev. Bernard G. Mattson, a graduate at Oberlin in 1894. For two years their home was at Medina, Ohio, where Mr. Mattson was pastor of the Congregational church. In 1899 he accepted a call to the First Congregational church at Yankton, S. Dak., remaining there until 1906, when he came to Mansfield, Ohio, as minister of the First church; and Mrs. Mattson died there, after a brief illness, of pneumonia, March 14, 1910. She is survived by her husband and four children—two sons and two daughters.

1900

ALICE UNDERWOOD HALL was born in Chicago October 12, 1873. She studied at Wesleyan academy, Wilbraham, Mass.; and was graduated B.S. from Mt. Holyoke college in 1895. She came to Oberlin for postgraduate work in 1899, and received the degree of A.M. in 1900. She taught a year at Elgin, Ill., and was for two years a pastor's assistant at Fond du lac, Wis. In 1894 she went out to China as missionary teacher in the Ponsanang girls college at Foo Chow. In 1909, she was transferred to Diong-loh, an out-station of the Foo Chow mission, and placed in charge of a preparatory school. She was taken ill there early in October; was removed to Foo Chow, and died there October 18, 1909.

1902

WILLIAM HENRY PRITCHARD was born in Johnstown, Pa., February 3, 1879. He began study in the Academy in 1896; graduated from the College in 1902, and from the Columbia university law school in 1905. He was clerk in a law office in Duluth Minn., two years; was admitted to the bar January 1, 1906, and engaged in the practice of law at Jamestown, N. Y. He died after a brief illness, while on a visit to his old home in Kane, Pa., November 28, 1909.

1903

ANNA MAY CRISMAN-ROSE was born in Delta, Ohio, April 23, 1879. She prepared, in part, for college in the Delta high school; began study at Oberlin in 1897; was graduated A.B. in 1903; and during the two years following she taught in the Toledo high school. The year 1907-08 was spent in travel and study abroad.

February 24, 1909, she married Josiah T. Rose. She died, after a brief illness, at her home in Atlanta, Ga., April 19, 1910.

1904

MYRA CLARKE was born in Manhattan, Kan., September 16, 1879. She was enrolled in the Academy in 1897, and was graduated A.B. from the College in 1904. She taught in Mauston, Wis., one year, and in the Minneapolis, Minn., public schools from September, 1905, until the autumn of 1909, when she went to the family home at Candor, N. Y., on leave of absence. She died there of diphtheria, after a week's illness, January 11, 1910. A brother and two sisters Ward R., Anna, and Mrs. A. E. LeRoy, graduated at Oberlin in '97, '01, and '98, respectively.

1906

HENRY MARIAN KWATKOWSKI was born in Bejun, Poland, March 25, 1875. He graduated from the University of St. Vladimir, Kieff, Russia, in 1899; and in the following year came to

this country, making his home in Detroit. He entered the Theological Seminary here in 1902, and was graduated D.B. in 1906. In the autumn of that year he developed symptoms of a brain disorder, which proved to be paresis. He went to a hospital near Baltimore, and from thence, in September, 1907, to the home of a friend in Latrobe, Pa., and remained there until his death, February 16, 1910.

HARRY THOMAS SIMMONS was born in Mt. Vernon, Ohio, April 8, 1883. He prepared for college in the high school there; enrolled at Oberlin in 1901; graduated in 1906; and was a junior in the Western Reserve medical school at the time of his death, December 6, 1909, as a result of a fall in a stairway in the Charity hospital, Cleveland. He was subject to fainting spells, and the indications were that he swooned and fell just as he reached the head of the stairs.

1907

HAROLD HYDE CLARK was born in Cuyahoga Falls, Ohio, May 16, 1884. He prepared for college at Berea, Ky., academy; began study at Oberlin in 1905, and was graduated A.B. in 1907. The following year he was in Deerwood, Minn., engaged in clerical work. In the fall of 1908 he enrolled in the law school of the University of Chicago, continuing his studies on through the following summer and autumn until December, when he broke down from overwork. In February, 1910, he went to the home of a relative at Cuyahoga Falls; and, after an illness of several weeks, he died there from nervous exhaustion, May 8, 1910.

CHARLES SAMUEL TUBBS, was born in Lansing, Mich., August 4, 1878. He prepared for college in Lansing; graduated from Olivet college in 1903; began study at Oberlin in the same year, and was graduated from the Theological Seminary in 1907. He at once went to Wacousta, Mich., as minister of the Congregational church, and remained there until May, 1909, when he accepted a pastorate at Clinton, Mich., and was minister there at the time of his death. He was drowned while bathing in Silver Lake, Mich., June 24, 1910.

June 27, 1905, Mr. Tubbs married Mary E. Curry, a student at Oberlin in 1903. She, with two daughters, survives him.

STATISTICS OF INSTRUCTION AND ATTENDANCE

Year of 1909-10

The schedule numbers in the following tables refer to the courses as described in the preliminary edition of the catalogue for 1909-1910.

In science courses the hours of instruction spent by the teacher in Laboratory work are marked with the letter "L," the letter "R" being used to denote hours in regular instruction.

Discussion of the statistics in the following sections will be found in the report of the Dean of the College of Arts and Sciences pages 168-174.

1. THE COLLEGE OF ARTS AND SCIENCES

INSTRUCTOR AND COURSE	Semester	Teaching Hours per week	Men	Women
Anatomy				
Professor LEONARD				
1. Human Anatomy (credit: 3 hours)	I	2	12	14
Archaeology and Art				
Professor MARTIN				
1. History of Ancient Art.....	I	2	7	29
2. History of Ancient Art.....	II	2	7	30
7. Michelangelo	I	1	5	26
14. Rembrandt	II	1	8	21
Professor COLE				
12. Private Life of the Romans....	II	2	3	34

INSTRUCTOR AND COURSE	Semester	Teaching Hours per week	Men	Women
Astronomy				
Associate Professor WILLIAMS				
1. Astronomy (credit: 3 hours)...	I	L 2, R 3	7	5
2. Astronomy (credit: 3 hours)...	II	L 2, R 2	3	3
Bible				
Professor HUTCHINS				
7. Freshman Bible, required	I	2	166	0
8. Freshman Bible, elective.....	II	2	121	0
Professor FITCH				
7. Freshman Bible, required.....	I	2	0	264
8. Freshman Bible, elective.....	II	2	0	101
Bibliography				
Professor Root				
2. Use of Libraries and Elementary Bibliography	II	2	11	59
3. History of the Printed Book....	I	2	4	20
4. Illustration and Decoration of Books	II	2	6	29
Botany				
Dr. NICHOLS				
Assistant Miss RUSSO				
1. General Botany (credit: 4 hours)	I	L 20, R 2	5	23
2. General Botany (credit: 4 hours)	II	L 20, R 2	1	21
4. Elementary Botany (credit: 4 hours)	II	L 14, R 2	11	9
5. Methods in Plant Cytology (credit: 3 hours)	I	L 12, R 1	3	5
15. Research (credit: 5 hours).....	I	L 3	1	1
16. Research (credit: 5 hours).....	II	L 6	1	1
Chemistry				
Professor JEWETT				
Instructor COCKINS				
1. Inorganic Chemistry (credit: 3 hours) (2 sec.)	I	L 32, R 4	93	110
2. Inorganic Chemistry (credit: 3 hours) (2 sec.)	II	L 30, R 4	89	99

INSTRUCTOR AND COURSE	Semester	Teaching Hours per week	Men	Women
Professor JEWETT				
Instructor McCULLOUGH				
10. Organic Chemistry (credit: 5 hours)	II	L 6, R 3	14	1
12. Water Analysis (credit: 3 hours)	II	L 2	2	0
Professor JEWETT				
9. Assaying (credit: 1 hour)	I	L 2	6	0
Instructor McCULLOUGH				
3. Qualitative Analysis (credit: 5 hours)	I	L 15, R 2	32	3
4. Quantitative Analysis (credit: 5 hours)	II	L 15, R 1	13	1
5. Quantitative Analysis (credit: 5 hours)	I	L 3, R 1	4	0
7. Electro-chemistry (credit: 3 hours)	I	L 6, R 1	5	0
8. Electro-chemistry (credit: 3 hours)	II	L 6, R 1	4	0
11. Fuel Analysis (credit: 1 hour)	I	L 1	2	0
Economics and Sociology				
Professor WOLFE				
Associate Professor LUTZ				
1. Elementary Principles of Economics	I	3	60	48
2. Elementary Principles of Economics	II	3	53	43
Professor WOLFE				
6. Labor Problems	II	3	12	18
11. Social Problems of To-day	I	2	12	17
13. Sociology	I	3	23	34
14. Sociology	II	3	17	24
21. Economic Seminar (credit: 2 hours)	I	2	3	5
22. Economic Seminar (credit: 2 hours)	II	2	2	5
Associate Professor LUTZ				
5. Economic History of the United States	I	3	5	0
7. Money	I	3	4	0

INSTRUCTOR AND COURSE	Semester	Teaching Hours per week	Men	Women
8. Banking	II	3	6	0
9. Public Finance	I	2	6	0
10. Taxation	II	2	9	0
16. Transportation and the Trusts..	II	3	4	0
Education				
Professor MILLER				
1. History of Education.....	I	3	22	34
2. Modern Educational Theory....	II	2	19	35
3. Comparative School Systems....	I	2	9	30
4. Organization and Administra- tion of Schools.....	II	2	11	26
5. Educational Classics	I	2	3	25
6. Principles of Education	II	3	4	22
English Composition				
Associate Professor SHERMAN				
1. Freshman Composition	I	2	9	19
2. Freshman Composition	II	2	8	16
3. Sophomore Composition (2 sec.)	I	4	20	30
4. Sophomore Composition (2 sec.)	II	4	16	28
9. Advanced Composition	I	1	2	5
10. Advanced Composition	II	1	2	4
Instructor JELLIFFE				
1. Freshman Composition (3 sec.).	I	6	36	39
2. Freshman Composition (2 sec.).	II	4	23	26
3. Sophomore Composition (1 sec.)	I	2	9	21
4. Sophomore Composition (2 sec.)	II	4	28	34
7. Advanced Composition	I	1	7	7
Instructor PERCIVAL				
1. Freshman Composition (3 sec.).	I	6	35	40
2. Freshman Composition (3 sec.).	II	6	23	38
3. Sophomore Composition	I	2	9	11
4. Sophomore Composition	II	2	2	15
8. Narrative Writing	II	2	6	8
Instructor HARRINGTON				
3. Sophomore Composition (2 sec.)	I	4	32	23
4. Sophomore Composition (2 sec.)	II	4	34	29
Instructor Miss BELDEN				
1. Freshman Composition (3 sec.).	I	6	15	32

INSTRUCTOR AND COURSE	Semester	Teaching Hours per week	Men	Women
2. Freshman Composition (3 sec.).	II	6	23	39
3. Sophomore Composition (3 sec.)	I	6	28	33
4. Sophomore Composition (3 sec.)	II	6	16	43
Instructor Miss DURAND				
1. Freshman Composition (5 sec.).	I	10	37	80
2. Freshman Composition (6 sec.).	II	12	48	86
3. Sophomore Composition	I	2	4	14
English Literature				
Professor WAGER				
7. Theory of the Drama.....	I	2	7	25
8. Theory of the Drama.....	II	2	5	28
9. Shakespeare	I	3	20	54
10. Shakespeare	II	3	20	53
11. Political Philosophy of Edmund Burke	I	2	9	7
12. Political Philosophy of Edmund Burke	II	2	9	7
13. Victorian Prose	I	3	15	49
14. Victorian Prose	II	3	18	41
Associate Professor SHERMAN				
1. Masterpieces of English Litera- ture	I	3	7	51
2. Masterpieces of English Litera- ture	II	3	10	68
19. The English Novel	I	3	4	30
20. The English Novel	II	3	5	31
23. American Literature (credit: 3 hours)	I	2	5	48
24. American Literature (credit: 3 hours)	II	2	7	46
31. Milton and Seventeenth Century Literature	I	2	0	13
32. Milton and Seventeenth Century Literature	II	2	0	14
35. Teachers Training Course	I	2	6	29
36. Teachers Training Course	II	2	4	25
Instructor JELLIFFE				
29. Tennyson and Browning	I	3	6	33
30. Tennyson and Browning	II	3	8	41

INSTRUCTOR AND COURSE	Semester	Teaching Hours per week	Men	Women
Instructor PERCIVAL				
21. Dr. Johnson and His Time.....	I	2	3	13
22. Dr. Johnson and His Time.....	II	2	3	12
Instructor HARRINGTON				
15. Nineteenth Century Poetry	I	3	15	50
16. Nineteenth Century Poetry	II	3	21	72
17. Shakespeare	I	2	37	46
18. Shakespeare	II	2	34	45
25. Technique of English Verse....	I	2	4	1
26. Emerson	II	2	11	16
French				
Professor WIGHTMAN				
3. Grammar and Reading	I	3	8	21
4. Grammar and Reading	II	3	9	19
11. Prose of the Seventeenth Century	I	3	5	24
12. Prose of the Eighteenth Century	II	3	3	22
17. Advanced Grammar and Compo- sition	I	1	4	5
18. Advanced Grammar and Compo- sition	II	1	2	6
19. History of French Literature...	I	2	3	7
20. History of French Literature...	II	2	3	7
Associate Professor COWDERY				
1. Beginning French (2 sec.).....	I	8	21	36
2. Beginning French (2 sec.).....	II	8	16	32
3. Grammar and Reading	I	3	5	23
4. Grammar and Reading	II	3	5	19
5. Composition	I	1	2	11
6. Composition	II	1	1	14
7. Conversation	I	2	8	21
8. Conversation	II	2	2	11
13. Drama of the Seventeenth Cen- tury	I	3	3	12
14. Drama of the Eighteenth Cen- tury	II	3	2	10
Instructor HAMILTON				
1. Beginning French (3 sec.).....	I	12	33	49
2. Beginning French (3 sec.).....	II	12	29	42
3. Grammar and Reading	I	3	4	15
4. Grammar and Reading	II	3	5	12

INSTRUCTOR AND COURSE	Semester	Teaching Hours per week	Men	Women
5. Composition	I	1	4	9
6. Composition	II	1	5	9
Instructor Miss ADAMS				
1. Beginning French	I	4	9	17
2. Beginning French	II	4	10	14
3. Grammar and Reading	I	3	1	6
Geology				
Associate Professor BRANSON				
1. General Geology (credit: 3 hours)	I	L 11, R 3	42	10
2. General Geology (credit: 3 hours)	II	L 6, R 3	42	8
3. Physiography (credit: 3 hours) ..	I	L 4, R 2	6	0
4. Rocks and Rock-minerals (credit: 3 hours)	II	L 2, R 2	9	0
5. Economic Geology (credit: 3 hours)	I	L 2, R 3	5	0
6. Ore Deposits (credit: 3 hours) ..	II	L 1, R 3	6	0
7. Continental Evolution (credit: 3 hours)	I	L 2, R 2	3	2
8. Paleontology (credit: 3 hours) ..	II	L 2, R 2	5	1
-. Advanced Paleontology (credit: 3 hours)	I	L 2	1	0
-. Special Geology (credit: 3 hours) ..	II	L 1	2	0
German				
Professor MOSHER				
3. Second Year German	I	4	6	27
4. Second Year German	II	4	5	29
13. Schiller	I	3	3	15
14. Schiller	II	3	3	15
17. History of German Literature...	I	3	0	5
18. History of German Literature...	II	3	0	5
20. German: Composition	II	1	3	17
21. German Seminar	I	1	2	4
22. German Seminar	II	1	1	4
Professor ABBOTT				
1. Beginning German (2 sec.)	I	8	24	32
2. Beginning German	II	4	9	17
5. Third Year German	I	4	9	42
6. Third Year German (2 sec.)	II	8	11	31

INSTRUCTOR AND COURSE	Semester	Teaching Hours per week	Men	Women
9. Rapid Reading	I	2	6	23
10. Rapid Reading	II	2	1	19
Instructor HILMER				
1. Beginning German	I	4	14	15
2. Beginning German	II	4	15	10
3. Second Year German (2 sec.)..	I	8	21	44
4. Second Year German (2 sec.)..	II	8	17	35
5. Third Year German	I	4	16	29
6. Third Year German	II	4	10	28
Instructor Miss ADAMS				
2. Beginning German	II	4	12	9
3. Second Year German (2 sec.)..	I	8	18	31
4. Second Year German (2 sec.)..	II	8	16	26
19. Composition	I	1	3	4
Instructor Mrs. SWING				
3. Second Year German	I	4	13	23
4. Second Year German	II	4	10	20
Greek				
Professor MARTIN				
3. Freshman Greek	I	4	7	5
4. Freshman Greek	II	4	5	4
11. Herodotus, Thucydides, Plato...	I	2	3	1
12. Herodotus, Thucydides, Plato...	II	2	3	1
15. Greek Tragedy	I	3	3	6
16. Greek Tragedy	II	3	2	6
Associate Professor LORD				
1. Beginning Greek (credit: 5 hours)	I	4	11	8
2. Beginning Greek (credit: 5 hours)	II	4	8	8
19. Greek Prose Composition (cred- it: 1 hour)	I	1	2	2
20. Greek Prose Composition (cred- it: 1 hour)	II	1	2	2
History				
Professor HALL				
15. American History, Outlines	I	3	33	45
16. American History, Outlines	II	3	42	49
25. The Civil War	I	3	6	6

INSTRUCTOR AND COURSE	Semester	Teaching Hours per week	Men	Women
26. The Civil War	II	3	8	10
39. The Normans and Plantagenets.	I	2	9	2
40. Development of English Parlia- ment	II	2	7	3
47. Repression and Agitation	I	2	3	8
48. Reign of Victoria	II	2	4	10
51. History Club (credit: 2 hours).	I	2	9	9
52. History Club (credit: 2 hours).	II	2	6	14
Associate Professor LYBYER				
1. Medieval History	I	3	23	42
2. Medieval History	II	3	21	34
3. Modern History	I	3	22	41
4. Modern History	II	3	20	35
7. Asiatic History	I	3	2	8
8. Asiatic History	II	3	2	4
Italian				
Professor WIGHTMAN				
1. Grammar, Reader	I	4	2	6
2. Dante	II	4	3	4
Latin				
Professor COLE				
1. Freshman Latin (2 sec.)	I	8	10	41
2. Freshman Latin (2 sec.)	II	8	11	40
9. Latin Writing	I	2	7	24
11. Cicero, Philippics	I	2	3	27
12. Cicero, Letters	II	2	3	23
21. Teachers' Training Course.....	I	2	1	24
22. Teachers' Training Course.....	II	2	1	23
— Graduates' Club	I	1	0	5
— Graduates' Club	II	1	0	4
Associate Professor LORD				
1. Freshman Latin (2 sec.)	I	8	9	26
2. Freshman Latin (2 sec.)	II	8	9	22
3. History of Roman Literature...	I	3	2	13
4. History of Roman Literature...	II	3	3	12

INSTRUCTOR AND COURSE	Semester	Teaching Hours per week	Men	Women
Mathematics				
Professor ANDEREGG				
3. Trigonometry	I	3	9	20
6. Elementary Analytic Geometry.	II	3	9	16
13. Advanced Analytic Geometry...	I	2	4	5
14. Advanced Analytic Geometry...	II	2	3	6
15. Calculus	I	5	17	9
16. Calculus	II	5	10	7
19. Advanced Integral Calculus	I	3	3	0
20. Advanced Integral Calculus	II	3	3	0
Associate Professor CAIRNS				
3. Trigonometry (2 sec.)	I	6	27	34
4. Trigonometry	II	3	11	9
5. Elementary Analytic Geometry..	I	3	11	19
6. Elementary Analytic Geometry (2 sec.)	II	6	22	27
21. Differential Equations	I	2	3	0
22. College Algebra	II	2	3	0
Associate Professor CAIRNS				
Instructor CARR				
7. Plane Surveying (credit: 2 hours)	I	L 7	16	0
8. Plane Surveying (credit: 2 hours)	II	L 9	17	0
9. Mechanical Drawing (credit: 2 hours)	I	L 8, R 2	13	0
10. Descriptive Geometry (credit: 2 hours)	II	L 6	10	0
Instructor Miss SINCLAIR				
1. Geometry: Solid and Spherical.	I	3	19	7
3. Trigonometry (2 sec.)	I	6	24	26
4. Trigonometry	II	3	7	17
5. Elementary Analytic Geometry.	I	3	14	7
6. Elementary Analytic Geometry (2 sec.)	II	6	11	32
12. College Algebra	II	3	6	3
Instructor CARR				
1. Geometry: Solid and Spherical..	I	3	7	24
3. Trigonometry (3 sec.)	I	9	36	39
4. Trigonometry	II	3	6	15
6. Elementary Analytic Geometry (3 sec.)	II	9	31	34

INSTRUCTOR AND COURSE	Semester	Teaching Hours per week	Men	Women
Instructor BAKER				
1A. Advanced Algebra (preparatory)	I	3	8	20
2. Geometry: Solid and Spherical..	II	3	5	11
3. Trigonometry (3 sec.)	I	9	22	27
4. Trigonometry	II	3	6	9
6. Elementary Analytic Geometry (2 sec.)	II	6	24	24
Musical History				
Professor DICKINSON				
3. History and Criticism of Music (credit: 3 hours) (2 sec.)...	I	8	2	5
4. History and Criticism of Music (credit: 3 hours) (2 sec.)...	II	8	4	5
5. Appreciation of Music (credit: 2 hours)	I	3	19	46
6. Appreciation of Music (credit: 2 hours)	II	3	12	31
7. History of Music, Advanced (credit: 3 hours)	I	2	0	1
Oratory				
Professor CASKEY				
1. General Course (2 sec.)	I	6	26	20
2. Oratory (2 sec.)	II	6	29	17
3. Argumentation and Debate.....	I	2	8	0
4. Argumentation and Debate.....	II	2	7	0
5. Literary Interpretation	I	2	9	8
6. Dramatic Reading	II	2	8	15
Philosophy and Psychology				
Professor STETSON				
1. Introductory Logic	I	2	14	8
2. Ethics	II	2	40	73
3. Introductory Psychology, re- quired	I	3	60	108
4. History of Philosophy	II	3	32	70
7. Æsthetics	I	3	2	19
8. Evolution of Religion	II	3	13	4
9. Masterpieces of Philosophy.....	I	3	8	12
10. Masterpieces of Philosophy.....	II	3	7	10

INSTRUCTOR AND COURSE	Semester	Teaching Hours per week	Men	Women
Professor STETSON				
Assistant Miss KITCH				
5. Experimental Psychology (credit: 2 hours)	I	L 10	4	3
6. Experimental Psychology (credit: 2 hours)	II	L 10	3	3
Professor FITCH				
11. Microcosmus (credit: 3 hours) .	I	3	8	2
12. A System of Philosophy (credit: 3 hours)	II	3	7	2
Assistant, Miss KITCH				
4. History of Philosophy	II	3	9	1
Physical Training (For Credit)				
Professor SAVAGE				
1. Elementary (credit: 1 hour) (2 sec.)	I	L 6	95	0
2. Elementary (credit: 1 hour) (2 sec.)	II	L 6	76	0
3. Advanced (credit: 1 hour).....	I	L 3	47	0
4. Advanced (credit: 1 hour).....	II	L 3	44	0
Tutor DOERSCHUK				
1. Elementary (credit: 1 hour)...	I	L 3	30	0
2. Elementary (credit: 1 hour)...	II	L 3	29	0
Instructor Miss COCHRAN				
1. Elementary (credit: 1 hour) (2 sec.)	I	L 6	0	139
2. Elementary (credit: 1 hour) (2 sec.)	II	L 6	0	98
3. Advanced (credit: 1 hour).....	I	L 3	0	33
4. Advanced (credit: 1 hour).....	II	L 3	0	27
Physics				
Associate Professor WILLIAMS				
1. Mechanics (credit: 5 hours)....	I	L 28, R 3	23	5
2. Sound and Heat (credit: 5 hours)	II	L 14, R 3	23	4
3. Electricity and Magnetism (credit: 4 hours)	I	L 20, R 2	13	2
4. Light (credit: 4 hours).....	II	L 8, R 2	8	2
6. Thermodynamics (credit: 4 hours)	II	L 6, R 1	1	0

INSTRUCTOR AND COURSE	Semester	Teaching Hours per week	Men	Women
Physiology and Hygiene				
Professor LEONARD				
1. Physiology and Hygiene.....	I	3	15	30
2. Physiology and Hygiene.....	II	3	15	30
Political Science				
Professor GEISER				
1. American Government	I	3	46	8
2. English Government	II	3	34	3
3. European Governments	I	3	5	1
4. Colonial Government	II	3	7	1
5. Elementary Law	I	3	21	2
6. Municipal Government	II	3	36	3
9. Seminar (credit: 2 hours).....	I	1	11	1
10. Seminar (credit: 2 hours).....	II	1	10	1
Zoology				
Professor METCALF				
4. Elementary Cytology and Embry- ology (credit: 5 hours).....	II	L 10, R 3	6	2
Professor METCALF				
Associate Professor BUDINGTON				
1. General Zoology (credit: 4 hours)	I	L 12, R 3	26	20
2. General Zoology (credit: 4 hours)	II	L 14, R 3	24	16
Associate Professor BUDINGTON				
3. Zoology of Invertebrates (cred- it: 5 hours)	I	L 6, R 3	4	2
Associate Professor JONES				
5. Zoology of Vertebrates (credit: 5 hours)	I	L 7, R 3	2	1
6. Vertebrate Histology (credit: 5 hours)	II	L 12, R 3	2	0
10. Ornithology, Elementary (credit: 2 hours)	II	L 22, R 2	33	65
11. Ornithology, Advanced (credit: 2 hours)	I	L 4, R 2	3	0
—. Ornithology, Seminar (credit: 1 hour)	II	L 2, R 1	7	0

INSTRUCTOR AND COURSE	Semester	Teaching Hours per week	Men	Women
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Teachers Course in Physical Training

Professor LEONARD
Professor HANNA
Professor SAVAGE
Instructor Mrs. RUNYON
Instructor Miss COCHRAN
Tutor DOERSCHUK
Teacher Mrs. HATCH

Courses 1, 2, 3, and 4 are reported
under "Physical Training."

5. Theory of Play and Games (credit: 2 hours)	I	2	0	11
6. Theory of Play and Games (credit: 1 hour)	II	1	0	13
8. Theory of Physical Training (credit: 3 hours)	II	3	11	14
10. Applied Anatomy (credit: 1 hour)	II	1	0	15
12. Human Anatomy 2 (credit: 1 hour)	II	1	0	14
13. Advanced Physical Training (credit: 1 hour)	I	3	9	0
14. Advanced Physical Training (credit: 1 hour)	II	3	13	0
15. Junior Practical Work (credit: 2 hours)	I	L 7	0	14
16. Junior Practical Work (credit: 2 hours)	II	L 7	0	15
17. Hist. and Lit. of Phys. Training (credit: 2 hours)	I	2	10	11
18. Hist. and Lit. of Phys. Training (credit: 2 hours)	II	2	10	11
19. Theory of Games (credit: 1 hour)	I	1	11	0
20. Theory of Games (credit: 1 hour)	II	1	11	0
22. Physical Examination (credit: 1 hour)	II	1	9	0
23. Medical Gymnastics I (credit: 2 hours)	I	3	0	12
24. Medical Gymnastics (credit: 3 hours)	II	3	0	10

SUPPLEMENTARY REPORTS

INSTRUCTOR AND COURSE	Semester	Teaching Hours per week	Men	Women
25. Physical Examination (credit: 2 hours)	I	2	0	10
26. Emergencies (credit: 1 hour....	II	1	0	11
27. Practical Work and Teaching (credit: 2 hours)	I	1	10	0
28. Practical Work and Teaching (credit: 2 hours)	II	1	10	0
29. Senior Practical Work (credit: 2 hours)	I	L 7	0	11
30. Senior Practical Work (credit: 2 hours)	II	L 7	0	10

11. THE THEOLOGICAL SEMINARY

INSTRUCTOR AND COURSE	Semester	Teaching Hours per week	Men	Women
Old Testament				
Professor FULLERTON				
3. History of Israel III.....	I	3	25	0
4. General Introduction	II	3	17	0
6. Psalms	II	2	10	0
7. Hebrew a (1)	I	5	4	0
8. Hebrew a (2)	II	5	3	0
New Testament				
Professor BOSWORTH				
3. Special Introduction II	I	2	23	5
5. New Testament a	I	5	17	2
6. New Testament a	II	5	16	2
7. New Testament c	I	3	10	1
8. New Testament b	II	2	5	0
12. Teaching of Jesus	II	3	28	5
15. Christian Fundamentals	I	2	28	1
16. Christian Fundamentals	II	2	26	1
Church History				
Professor SWING				
1. General History of the Church..	I	3	19	0
2. General History of the Church..	II	3	15	0
5. History of Religious Freedom..	I	3	10	0
6. History of the Church in Amer- ica	II	3	10	0
7. Development of Doctrine in the Eastern Church	I	3	9	0
8. Development of Doctrine in the Western Church	II	3	10	0
12. Seminar in Historical Creeds...	II	1	4	0
Homiletics				
Professor HUTCHINS				
1. Homiletics a	I	3	14	0
2. Homiletics a	II	3	15	0
3. Homiletics b	I	2	10	0
4. Homiletics b	II	2	10	0

INSTRUCTOR AND COURSE	Semester	Teaching Hours per week	Men	Women
5. Homiletics c	I	2	17	0
7. Assembly Hour (credit: ½ hour)	I	.	60	0
8. Assembly Hour (credit: ½ hour)	II	.	65	0
—. Missions	II	.	11	0
Practical Theology				
Professor FISKE				
1. The Ministry	I	1	15	0
2. Congregational Polity	II	1	8	0
3. Church Administration	I	3	14	0
4. Church Administration	II	3	14	0
5. Practical Sociology a (credit: 3 hours)	I	3	22	0
6. Practical Sociology b.....	II	2	11	0
7. Social Gospel of Jesus.....	I	2	16	1
12. Religious Education a	II	2	18	0
9. Field Work	I	.	42	0
Elocution and Oratory				
Professor CASKEY				
1. Elocution a	I	3	13	0
2. Elocution b	II	3	12	0
Slav'ic Department				
Professor MISKOVSKY				
Bohemian	I	5	1	0
Bohemian	II	5	1	0
Logic	I	5	5	0
Psychology	II	5	5	0
Apologetics	I	2	1	0
Apologetics	II	2	1	0
Old Testament (Bohemian)	I	2	1	0
New Testament (Bohemian)	II	2	1	0
Theology	I	3	1	0
Theology	II	3	1	0
Mr. KALLINA				
English	I	5	1	0
Arithmetic	II	2	1	0
Old Testament (English).....	I	1	1	0
Old Testament (English).....	II	1	1	0
Geography	II	3	1	0

III. THE ACADEMY

INSTRUCTOR AND COURSE	Term	Teaching Hours per week	Men	Women
Bible				
Professor PECK				
Senior	Fall	1	44	42
Senior	Winter	1	40	41
Senior	Spring	1	44	40
Middle	Fall	1	42	55
Middle	Winter	1	41	57
Middle	Spring	1	35	53
Associate Professor SHAW				
Junior Middle	Fall	1	31	18
Junior Middle	Winter	1	32	14
Junior Middle	Spring	1	33	13
Instructor Miss SMITHE				
Junior	Fall	1	19	16
Junior	Winter	1	19	11
Junior	Spring	1	17	10
Botany				
Tutor WILSON				
Beginning (credit: 4 hours)	Fall	L 3	5	4
		R 5		
Beginning (credit: 4 hours)	Winter	L 3	6	4
		R 5		
Beginning (credit: 4 hours)	Spring	L 3	3	3
		R 5		
Debate				
Mr. CUSHMAN				
Debate	Fall	2	11	0
Debate	Winter	2	12	0
Debate	Spring	2	14	0

INSTRUCTOR AND COURSE	Term	Teaching Hours per week	Men	Women
Declamation				
Mr. BUCHER				
Declamation	Fall	2	6	6
Declamation	Winter	2	8	5
Declamation	Spring	2	7	6
Drawing—Mechanical				
Teacher DOERSCHUK				
Mechanical Drawing (credit: 1 hour)	Fall	5	8	0
Mechanical Drawing (credit: 1 hour)	Winter	5	12	0
Mechanical Drawing (credit: 1 hour)	Spring	5	9	0
English				
Instructor Miss THOMPSON				
English I (2 sec.)	Fall	10	20	12
English II (2 sec.)	Winter	10	18	13
English III (2 sec.)	Spring	10	14	13
Instructor Miss BROWNBACK				
English VII (3 sec.)	Fall	9	39	30
English VIII (3 sec.)	Winter	9	39	33
English IX (3 sec.)	Spring	9	35	32
English XIII	Fall	3	7	11
English XIV	Winter	3	6	13
English XV	Spring	3	6	10
Freshman Composition	Fall	2	16	6
Freshman Composition	Winter	2	12	4
Freshman Composition	Spring	2	11	4
Instructor Mrs. FARGO				
English X (2 sec.)	Fall	6	29	23
English XI (2 sec.)	Winter	6	22	24
English XII (2 sec.)	Spring	6	25	22
English XIX	Fall	2	5	10
English XX	Winter	2	5	13
English XXI	Spring	2	7	14
Tutor SICHA				
English IV (3 sec.)	Fall	15	38	20
English V (3 sec.)	Winter	15	25	10
English VI (3 sec.)	Spring	15	42	14
English XVI	Fall	5	2	25
English XVII	Winter	5	2	27
English XVIII	Spring	5	2	31

INSTRUCTOR AND COURSE	Term	Teaching Hours per week	Men	Women
Instructor Miss SMITHE				
English Grammar	Fall	5	7	6
English Grammar	Winter	5	14	5
English Grammar	Spring	5	9	6
French				
Instructor Mrs. COWDERY				
French I (2 sec.)	Fall	10	11	30
French 1	Winter	5	4	17
French II	Winter	10	7	14
French II	Spring	5	2	11
French II	Spring	10	10	11
French IV	Fall	5	7	11
French V	Winter	5	6	10
French VI	Spring	5	5	9
German				
Tutor Mrs. SWING				
German II	Spring	5	4	15
German IV	Fall	5	13	17
German V	Winter	5	12	12
German VI	Spring	5	7	8
Tutor Mrs. HARROUN				
German I (3 sec.)	Fall	15	30	38
German II (3 sec.)	Winter	15	24	28
German III (3 sec.)	Spring	15	20	26
German III	Fall	5	3	8
German IV	Winter	5	3	12
German V	Spring	5	5	11
Greek				
Professor PECK				
Greek I	Fall	5	8	1
Greek II	Winter	5	10	1
Greek III	Spring	5	9	1
Greek IV	Fall	5	11	1
Greek V	Winter	5	10	1
Greek VI	Spring	5	12	1
History				
Instructor WIRKLER				
History I	Fall	4	16	7
History II	Winter	4	11	11

SUPPLEMENTARY REPORTS

INSTRUCTOR AND COURSE	Term	Teaching Hours per week	Men	Women
History III	Spring	4	14	13
History IV	Fall	4	12	18
History V	Winter	4	14	17
History VI	Spring	4	12	15
History VII	Fall	4	6	5
History VIII	Winter	4	6	7
History IX	Spring	4	5	9
History X	Fall	4	17	7
History XI	Winter	4	22	5
History XII	Spring	4	22	6
Latin				
Associate Professor HOSFORD				
Latin I (2 sec.)	Fall	11	40	17
Latin II (2 sec.)	Winter	11	20	15
Latin III (2 sec.)	Spring	11	23	16
Latin X (2 sec.)	Fall	8	10	17
Latin XI (2 sec.)	Winter	8	10	14
Latin XII (2 sec.)	Spring	8	10	14
Associate Professor SHAW				
Latin IV (2 sec.)	Fall	10	24	17
Latin V (2 sec.)	Winter	10	25	17
Latin VI (2 sec.)	Spring	10	24	17
Latin VII (2 sec.)	Fall	8	25	29
Latin VIII (2 sec.)	Winter	8	24	17
Latin IX (2 sec.)	Spring	8	19	15
Instructor Miss SMITHE				
Latin I	Fall	5	4	5
Latin I	Winter	5	12	2
Latin II	Spring	5	12	1
Latin III	Fall	5	4	1
Latin IV	Winter	5	2	0
Mathematics				
Instructor HILL				
Algebra I	Winter	5	9	5
Algebra II	Spring	5	9	4
Algebra VII	Fall	5	13	3
Algebra VIII	Winter	5	13	3
Algebra IX	Spring	5	9	3

INSTRUCTOR AND COURSE		Term	Teaching Hours per week	Men	Women
Geometry I (2 sec.)	.....	Fall	8	18	12
Geometry II (2 sec.)	.....	Winter	8	21	8
Geometry III (2 sec.)	.....	Spring	8	25	9
Geometry III	.....	Fall	4	12	12
Trigonometry	.....	Fall	3	18	0
Trigonometry	.....	Winter	3	11	0
Analytic Geometry	.....	Spring	3	10	0
Mr. TIBBETTS					
Geometry I	.....	Fall	4	8	6
Geometry I	.....	Winter	4	10	9
Geometry II	.....	Spring	4	12	11
Algebra V	.....	Winter	2	8	3
Algebra VI	.....	Spring	2	9	2
Instructor Miss THOMPSON					
Algebra I (2 sec.)	.....	Fall	10	23	14
Algebra II (2 sec.)	.....	Winter	10	17	10
Algebra III (2 sec.)	.....	Spring	10	18	11
Teacher DOERSCHUK					
Algebra IV (3 sec.)	.....	Fall	6	45	18
Algebra V (2 sec.)	.....	Winter	4	30	12
Algebra VI (2 sec.)	.....	Spring	4	29	13
Tutor WILSON					
Arithmetic	.....	Fall	5	3	2
Arithmetic	.....	Winter	5	3	4
Arithmetic	.....	Spring	5	3	3
Ornithology					
Tutor WILSON					
Ornithology	.....	Spring	L 3 R 1	8	7
Physics					
Associate Professor ADAMS					
Physics I	.....	Fall	L 9 R 4	28	20
Physics II	.....	Winter	L 10 R 4	23	20
Tutor DOERSCHUK					
Physics III	.....	Spring	L 10 R 4	19	20

INSTRUCTOR AND COURSE		Term	Teaching Hours per week	Men	Women
Zoology					
Tutor WILSON			L 3		
Zoology I	(credit: 4 hours)	Fall	R 5	12	4
			L 3		
Zoology II	(Credit: 4 hours)	Winter	R 5	15	4
			L 3		
Zoology III	(credit: 4 hours)	Spring	R 5	14	4

Report of the Treasurer

CONTENTS

Treasurer's Statement	337-346
Summary of Investments	
Special, of Funds invested separately	337
General, of Funds invested as a whole	338
Rate of Income divided among the funds invested as a whole	338
Summary of Income and Expense of University, College, Theological Seminary, and Academy	339
Gifts for Current Use	339
Gifts to Capital	343
Endowment for Current Expenses	345
Scholarships and Loan Funds	345
List of Accounts	346
 Accounts	 347-399
Income and Expense for the year by Departments, also Receipts and Payments on Special Accounts	
University	347
College	357
Theological Seminary	362
Conservatory of Music	365
Library	367
Academy	368
Summary of Receipts and Expenses	370

Funds and Balances in care of the Treasurer

University	371
College	377
Theological Seminary	379
Conservatory	381
Library	381
Academy	383
Deposits and Personal Accounts	383

Investments

Notes and Mortgages	384
Stocks and Bonds	385
Short Time Notes	387
Collateral Loans	387
Real Estate	387
Sundries	388

Summary of Assets 389

Properties in use for College Purposes 390

Table Showing Income of Funds

University	391
College	395
Theological Seminary	396
Conservatory	398
Library	398
Other Funds	399

Treasurer's Statement

TO THE BOARD OF TRUSTEES OF OBERLIN COLLEGE:—

The Treasurer of the College submits his annual statement for the year ending August 31st, 1910, as follows:

The funds separately invested are:

	Principal August 31, 1910	Net Income
Springer Fund—		
Cleveland real estate	\$ 4,941.30	\$144.30
Magraugh Fund—		
Oberlin real estate	6,500.00	
Carroll Cutler Fellowship—		
Western Union Telegraph Co. stock	\$2,580.00	
American Real Estate Co. bond...	3,000.00	
	5,580.00	247.50
Ransom Fund—		
Real estate mortgages	5,000.00	88.33
Foltz Tract Fund—		
Bonds	\$ 500.00	
Cash	10.39	
	510.39	25.00
Totals	\$22,531.69	\$505.13

The other funds are invested as a whole.

A summary statement of these investments with the net income thereof, is as follows:

	Principal August 31, 1910	
Notes and mortgages	\$ 426,526.57	
Stocks and bonds	808,872.06	
Short time notes	39,273.00	
Collateral loans	226,225.00	
Real estate	288,162.65	
Time deposits	16,937.74	
Sundry accounts	203,493.88	
Deposits subject to check and cash.....	89,703.76	
Total of general investments.....	\$2,099,194.66	Net Income \$98,285.66
Total of special investments.....	22,531.69	
	\$2,121,726.35	

The above investments are stated in detail, beginning at page 384 of this report.

The net income of general investments, \$98,285.66, has been divided at the rate of 5 per cent among the funds to which these investments belong.

REPORT OF THE TREASURER

339

A summary statement of income and expense of the University, College and Theological Seminary, combined, is as follows:

	Surplus	Deficit
University, income	\$50,742.27	
less transferred to		
Theological Seminary ..	5,137.60	
	\$45,604.67	
expense	54,620.78—	\$9,016.11
College, income	\$94,062.38	
expense	85,782.76—	8,279.62
Theological Seminary, income	\$17,848.41	
expense	17,848.41	
	\$8,279.62	\$9,016.11
		8,279.62
Deficit		\$ 736.49
Academy deficit		3,952.70
Total		\$4,689.19

This deficit, \$4,689.19, added to the deficit of last year, \$26,576.97, makes a total deficit August 31st, 1910, of \$31,266.16.

Gifts have been received during the year as follows:

GIFTS FOR CURRENT USE

From subscriptions for the Women's Recreation Field and swimming pool, \$15.75.

For student aid from—

George N. Stray	\$ 10.00
Miss Martha E. Burgess	50.00
R. Grosvenor Hutchins	25.00
Percy D. Hillis	84.00
Irving L. Squire	38.50
Anonymous	75.00
	\$282.50

From Karl F. Geiser, \$100.00, the equivalent of income on a scholarship fund of \$2,000.00.

From the class of 1902, \$322.80, part of their gift for recasting the Chapel bell.

From anonymous donors, \$672.95 for equipment for the Zoological Laboratory.

From Mrs. F. E. Case, \$50.00 for the construction account of Rice Memorial Hall.

From Andrew Carnegie, \$25,642.75 for the construction account of the New Library Building.

From an anonymous donor, \$93,880.94 for the construction account of the Men's Building.

From Mr. and Mrs. Wm. A. Bowen and W. Spencer Bowen, \$400.00 for the Y. M. C. A. Building Fund.

From N. C. Kingsbury, \$50.00 for printing addresses of President King in Japanese.

From James B. Dill, \$100.00 for improvements at Dill Athletic Field.

For improvements in the Women's Gymnasium from—

L. H. Severance	\$250.00
J. G. W. Cowles	50.00
W. N. Gates	100.00
C. F. Cox	200.00
James O. Troup	100.00
	\$700.00

From the Carnegie Foundation for the Advancement of Teaching, \$4,620.67 for retiring allowances.

From Wm. C. Cochran, \$102.40 for current expense of the Library.

For books for the Library from—

E. A. West	\$200.00
Class in Economics	21.25
Class in Sociology	10.45
Department of Zoology	142.78
Charles M. Hall	100.00
A. M. Johnson	100.00
Women's Clubs, Oberlin	10.00
	\$584.48

For current expense from—

H. C. Schrader	\$ 20.00
Miss Mary Ann Stratton	1.00
Mrs. Mary B. Patterson	3.00
Lewis J. Wadsworth	10.00
Miss Joanna M. Binford	5.00
Anonymous	20.00
Mrs. O. B. Mason	1.00
A. F. Estabrook	100.00
Miss Mabel H. Perkins	25.00
Miss Helen Talcott	50.00
	\$235.00

From members of the Living Endowment Union, \$3,316.93. Of this amount \$767.61 was paid to the Alumni Magazine for subscriptions of members, leaving a net of \$2,549.32. Following the wishes of certain donors, \$5.00 was credited to the Seminary Loan Fund, and \$30.00 was credited to the Library. By vote of the Prudential Committee \$100.00 was given to the Department of Geology for expense of the Summer Field Course, \$300.00 was given to the Department of Botany for the purchase of microscopes, \$240.80 was expended for shrubs for the College grounds, the balance, \$1,873.52 was used for current expense in the University department.

For Employment Fund for Seminary students from—

H. J. Wilkins	\$ 5.00
Anonymous	30.00
Mrs. Lewis R. Packard	10.00
I. F. Mack	75.00
Thomas Henderson	25.00
Henry W. Farnam	25.00
H. C. Ludlow	25.00
Mrs. J. N. Harris	100.00
Mrs. Elizabeth K. Upham	20.00
E. R. Brown	20.00
Paul Fox	5.00
Wm. H. Nichols	25.00
F. G. Platt	10.00
George N. Stray	10.00

REPORT OF THE TREASURER

Charles E. Harwood	25.00
Pilgrim Church, Cleveland	100.00
W. B. Davis	5.00
F. L. Fairchild	100.00
Miss H. W. Ely	5.00
Mrs. Sarah E. Woolworth	5.00
Zenas Crane	100.00
S. P. Fenn	10.00
Theron M. Howard	10.00
C. W. Grupe	5.00
J. A. Jeffrey	10.00
George Parsons	5.00
O. S. Kriebel	5.00
Mrs. M. T. J. Nelson	5.00
H. L. Core	1.00
Wilmot V. Metcalf	100.00
George N. Brown	25.00
Mrs. A. C. Dutton	5.00
"A Friend"	5.00
Mrs. J. A. Lane	20.00
Miss Sarah N. Kittredge	100.00
Lyman A. Mills	10.00
J. O. Jennings	5.00
Miss Abbie B. Woolworth	25.00
W. P. Murray	25.00
J. L. Severance	50.00
Mrs. Helen G. Renwick	10.00
F. M. Hayes	25.00
Mrs. M. K. Jesup	250.00
	\$1,431.00

The total amount of these gifts for current use is \$131,740.56.

This amount is distributed in the statement of income and expense among the following accounts:

University	\$ 2,349.32
University, special accounts	121,494.74
College, special accounts	3,713.62
Seminary, special accounts	3,416.00
Library	716.88
Conservatory, special accounts	50.00
	—————\$131,740.56

GIFTS TO CAPITAL

TO FORM NEW FUNDS OR INCREASE OLD ONES

From the Class of 1898, \$206.50, payments on subscriptions to a new Class Fund.

From Charles M. Hall, \$100.00, an addition to the Anderegg Loan Fund.

From Miss Florence M. Snell, \$20.41 for the Jones Loan Fund.

For the Conservatory Loan Fund from—

Bruce H. Davis	\$35.00
Neille O. Rowe	20.00
Mrs. Mary L. Miner	6.00
	—————
	\$61.00

From the estate of Mrs. Correlia L. Reamer, property valued at \$5,000.00, "to be used to help earnest young women who are in part or wholly self-supporting in getting an education."

From Mrs. Amanda A. Ransom, \$5,000.00 to found the Charles A. Ransom Scholarships, at present carrying an annuity.

From the sale of lots in Toledo, \$1,523.00, part of a gift of W. W. Griffith for Theological Seminary endowment.

From E. A. West, \$1,000.00 for general endowment.

From T. F. Daniels, \$100.00, the use of which is to be designated later.

REPORT OF THE TREASURER

For the New Half Million Endowment from—

Mrs. Olivia E. P. Stokes	\$1,000.00
Mrs. F. E. Tracy	100.00
F. A. Hubel	100.00
Mrs. Rebecca Webb	100.00
Mrs. Frederick Billings	250.00
"Friends"	500.00
Victor F. Lawson	1,000.00
	\$3,050.00

For additional endowment of the Library from—

Mrs. Clara S. Hay	\$1,000.00
Merritt Starr	100.00
H. Clark Ford	500.00
Andrew Auten	100.00
Anonymous	5,000.00
	\$6,700.00

The total of these gifts to capital account is \$22,760.91. This amount is distributed in the statement of receipts and payments among the following accounts:

University	\$14,476.91
Seminary	1,523.00
Library	6,700.00
Conservatory	61.00
	\$22,760.91

Endowments for current expenses now stand on the books as follows:

General or University Endowments	\$ 925,786.77
College	409,847.95
Theological Seminary	213,549.78
Academy	
Conservatory of Music	35,419.50
Library	145,143.26
Total August 31st, 1910.....	\$1,729,747.26
Total August 31st, 1909.....	1,717,474.26
Increase	\$ 12,273.00

Scholarship and Loan Funds are as follows:

University—

Scholarships	\$55,310.50
Loan funds, unloaned balances.....	4,459.41
	\$ 59,769.91

College, Scholarships

Theological Seminary—

Scholarships	\$21,541.95
Loan Fund	410.84
	21,952.79

Conservatory Loan Fund—

Unloaned balance	353.01

Total	\$112,825.71
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The accounts hereinafter presented are:

First, a set of tables showing the current income and expense of each Department in detail, accounts of general interest being placed under the heading "University."

Second, a list of all the Funds and Balances in the care of the Treasurer, showing their amounts at the beginning and end of the year.

Third, a classified list of the properties or assets in which the Funds and Balances are invested.

Fourth, a list of buildings, grounds, apparatus, etc., in use for College purposes, and not valued on the Treasurer's books.

Fifth, a table showing the income of each fund, figured upon the principal amount of the fund as it stood at the beginning of the year.

JAMES R. SEVERANCE, *Treasurer.*

Oberlin, Ohio, November 11, 1910.

Treasurer's Accounts

Income and Expense for the year by Departments, also Receipts and Payments on Special Accounts

UNIVERSITY

INCOME

From invested funds after subtracting \$5,137.60	
transferred to Theological Seminary.....	\$ 40,949.24
From Class of '98 Fund	47.24
Gifts for current expense—	
Mrs. Mary B. Patterson	\$ 3.00
Mrs. O. B. Mason	1.00
Lewis J. Wadsworth	10.00
A. F. Estabrook	100.00
Miss Joanna M. Binford	5.00
Miss Mary Ann Stratton	1.00
Miss Mabel H. Perkins	25.00
Miss Helen Talcott	50.00
H. C. Schrader	20.00
Anonymous	20.00
Living Endowment Union	2,314.32
	2,549.32
Biography of Charles G. Finney.....	3.56
From income of houses and lands not	
valued (net)	870.31
From graduate fees	360.00
From Slavic Department	75.00
From Conservatory	750.00
Total income	\$ 45,604.67

EXPENSE

Salaries—

President's office	\$ 7,234.00	
Secretary's office	3,200.00	
Treasurer's office	5,200.00	
	—————	\$ 15,634.00

Clerks—

President's office	\$ 565.00	
Secretary's office	1,371.00	
Treasurer's office	265.50	
	—————	2,201.50

Stationery, printing and postage—

President's office	\$ 86.24	
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Secretary's office

Stationery and miscella-

neous printing ...\$ 851.40

Postage 775.56

Catalogue 1,400.00

Annual Reports 802.00

Alumni Trustee

election 162.96

————— 3,991.92

Treasurer's office

Stationery and

printing\$ 116.31

Postage 92.32

————— 208.63

Supt. of Buildings

and Grounds \$ 5.50

————— 4,292.29

Assistant to the President

Stationery, printing and postage \$ 192.64

Traveling expenses 688.00

————— 880.64

Advertising 995.72

Outside representation 376.48

Alumni dinner 500.59

Buildings and grounds, care and repair		
Salary of Superintendent (part)		\$800.00
General labor account		95.13
College machinist (part)		146.00
Shop supplies		95.73
Campus—		
Labor	\$ 539.66	
Lights	74.94	
Paving tax	869.73	
Supplies	67.97	
Care of horse, feed, etc	164.08	
		1,716.38
Office—		
Janitor	\$ 150.00	
Lights	72.14	
Heat	156.25	
Water	5.65	
Insurance	9.00	
Supplies and repairs	119.12	
Telephones	91.13	
		603.29
Chapel—		
Janitors	\$ 428.28	
Lights and power	118.36	
Heat	457.00	
Water	16.75	
Insurance	55.80	
Paving tax	240.64	
Supplies and repairs	179.58	
Int. on advance for construc'n	1,496.20	
		\$ 2,992.61
Less rents	242.50	
		2,750.11
Arboretum		36.90
Men's Building, insurance		26.20

\$ 6,269.74

Men's Gymnasium—

Director's salary (part)	\$ 1,637.00
Teaching	150.00
Janitors	529.55
Stationery, printing, postage..	8.50
Clerks	25.36
Custodians	149.00
Lights	154.78
Heat	411.95
Water	135.70
Insurance	39.60
Telephone	21.00
Apparatus	99.87
Paving tax	79.80
Supplies and repairs	372.84
Grounds	100.00

\$ 3,914.95

Less term bills....\$1,093.00

Other fees

and rentals 402.90

1,495.90

2,419.05

Women's Gymnasium—

Director's salary (part)	\$ 1,200.00
Teaching	1,192.00
Stationery, printing and postage	32.67
Music	30.30
Janitors	278.75
Lights	75.42
Heat	488.75
Water	30.80
Telephone	15.00
Apparatus	20.43
Grounds	81.67
Supplies and repairs	650.86
Payment on advance	325.55

\$ 4,422.20

REPORT OF THE TREASURER

351

Less term bills ...\$1,927.75

Other fees,

rentals, etc. 146.45

2,074.20

2,348.00

Olney Art Collection—

Custodians\$ 300.00

Janitors and caretakers 64.75

Insurance 127.23

Appraisal 58.05

Telephone 21.00

Use of rooms 175.00

Incidentals 60.80

806.83

To Slavic Department from income of Walworth Fund 3,569.97

Special annuity payment 2,500.00

Oberlin Hospital (part appropriation of \$750.00) 600.00

Detention Hospital, rent\$ 240.00
telephone, etc. 8.75

248.75

Living Endowment Union—

Clerks\$ 180.80

Stationery, printing, postage .. 117.10

297.90

From Living Endowment Union—

Shrubs for grounds 240.80

Sundry expense—

Lectures\$ 139.50

Y. M. C. A..... 150.00

Y. W. C. A..... 100.00

Auditing books of Treasurer.. 91.60

Commencement 334.63

Washington's Birthday

reception 106.69

Various 122.88

1,045.30

REPORT OF THE TREASURER

Scholarship payments from Hinch-		
man Fund in excess of income.....	37.75	
	\$44,865.31	
Library deficit	9,755.47	
Total expense		\$ 54,620.78

University, Special Accounts—Receipts

Jennie Allen Nurse Fund, interest.....\$	150.00	
Hannah Snow Lewis Fund, interest....	25.00	
Barrows Memorial Fund, interest.....	250.00	
Art Building Fund, interest	250.00	
Foltz Tract Fund, interest....\$	25.00	
sale of tracts	26.67	
		51.67
Annuity Funds, income		
From special investments...\$	391.80	
From general investments... 6,307.29		
		6,699.09
Jones Loan Fund, loans repaid.\$	826.10	
gifts	20.41	
		846.51
May Moulton Loan Fund		
Loans repaid	\$ 267.50	
Interest paid	28.04	
		295.54
Gilchrist Banking Fund		
Loans repaid	\$ 1,606.45	
Interest paid	250.71	
		1,857.16
Scholarship Loan Fund		
Loans repaid	\$ 257.00	
Interest paid	52.36	
		309.36
Anderegg Loan Fund, gift.....	100.00	
Fund for Freshmen Women, aid repaid.	37.00	

Scholarship funds, from investments	
(see page 395)	2,509.02
Talcott Hall	1,802.16
Baldwin Cottage	1,036.86
Lord Cottage	1,486.13
Dascomb Cottage	2,041.14
Stewart Hall	618.96
Keep Home	170.00
Profit and Loss for general investments, profit on sale of securities and lands..	28,849.10
West Virginia Oil Lands, sale of oil....	464.20
English Lecture Fund, from lectures, etc	67.74
From insurance Carpenter Shop.....	500.00
Chapel Lot (old rent).....	10.00
Gifts for current use for	
Student aid	\$ 382.50
Improvements Women's Gym- nasium	700.00
Chapel bell (part)	322.80
Swimming pool	15.75
Carnegie Library	
construction account	25,642.75
Men's Building	
construction account	93,880.94
Y. M. C. A. Building Fund..	400.00
Dill Athletic Field	100.00
Printing addresses of	
President King in Japanese	50.00
	—————
	121,494.74

Gifts for capital account for—

Endowment	\$ 4,256.50
Scholarships	5,000.00
Annuities	5,000.00
Undesignated	100.00
	—————
	14,356.50

\$186,277.88

University, Special, Accounts—Payments

Jennie Allen Nurse Fund, from income of, (part of appropriation for Oberlin Hospital).....	\$ 150.00
Recreation Field Fund, for Dickinson House	467.32
Foltz Tract Fund, tracts.....	51.94
Hannah Snow Lewis Fund, periodicals for reading room, Lord Cottage	28.62
Annuities	10,517.50
Jones Loan Fund, loans made	656.50
May Moulton Loan Fund, loans made...	357.50
Gilchrist Banking Fund, loans made...	2,744.50
Scholarship Loan Fund, loans made....	63.76
For special student aid	372.50
Anderegg Loan Fund, loans made.....	46.00
To holders of scholarship orders from income of	
Cowles Memorial Scholarship \$	70.50
Lord Scholarship	106.00
Hinchman Fund	52.25
Lydia Ann Warner	
Scholarship	234.50
F. V. Hayden Scholarship..	44.00
Avery Fund	291.75
Finney Scholarship	95.00
Howard Valentine	
Scholarship	52.00
Caroline Scholarship	95.00
Talcott Scholarship	57.00
Metcalf Scholarship.....	107.00
Dodge Scholarship	52.00
Dascomb Scholarship	57.00
Bierce Scholarship	55.00
Graves Scholarship	52.00
Lewis Nelson Churchill	
Scholarship	39.00
Ann Lincoln Fund	16.00

Mary E. - Wardle Scholarship	3.75	
Dr. Dudley Allen Fund.....	338.00	
Henry N. Castle Scholarship	52.00	
Class of '58 Scholarship....	65.00	
Class of '69 Scholarship....	55.00	
Class of '98 Scholarship	52.00	
Jean Woodward Irwin		
Scholarship	66.00	
Howard Gardner Nichols		
Scholarship	52.00	
May Moulton Memorial		
Fund	55.00	
John Manning Barrows		
Scholarship	52.00	
Julia Clark Davis Scholarship	52.00	
Lucy M. Thompson		
Scholarship	130.25	
Goodnow Scholarships	258.00	
		2,707.00
Talcott Hall		
care and repairs	\$ 1,418.96	
advances repaid	383.20	
		1,802.16
Baldwin Cottage		
care and repairs	\$ 508.81	
advances repaid	528.05	
		1,036.86
Lord Cottage		
care and repairs	\$ 629.21	
credit to University income.	856.92	
		1,486.13
Dascomb Cottage		
credit to income of		
general investments		
(interest on cost)	\$ 1,004.98	
advances repaid	1,036.16	
		2,041.14

REPORT OF THE TREASURER

Stewart Hall

care and repairs\$ 434.90

advances repaid 184.06

 618.96

Keep Home

care and repairs\$ 54.02

advances repaid 115.98

 170.00

English Lecture Fund 419.60

Skating Floor 10.00

Improvements Women's Gymnasium,

advances repaid 700.00

New Library, construction account..... 25,642.75

Men's Building, construction account ... 93,880.94

Taxes, Nichols Lots, Chicago 17.78

Chapel bell, advances repaid 322.80

For exchange lecturers 53.29

Improvements Dill Field 100.00

Printing addresses of Pres. King

in Japanese 50.00

Amos C. Miller Fund (to University).. 200.00

Class of '82 Shrub Fund 13.00

From general investment surplus

Loss on lands sold 1,699.29

Charged off from real estate

overvalued 7,505.70

Charged of for estimated loss on

various investments 13,362.24

Art Department (old balance) 3.00

For the purchase of tools from

insurance Carpenter Shop 140.56

 \$169,439.34

COLLEGE

INCOME

From invested funds	\$20,492.40	
Term bills	71,001.63	
Diplomas	892.50	
Gift to increase salary of the Associate Professor of Ecology.....	100.00	
Art School fees	1,575.85	
Total income		\$ 94,062.38

EXPENSE

Salaries—instruction	\$65,009.68	
administration	2,825.00	
		\$67,834.68
Reading papers		518.30
Clerks—Dean of Men	\$ 75.00	
Dean of Women	25.60	
Bureau of Appointments.	200.00	
Registrar	\$446.80	
Less from Phi Beta Kappa.....	166.75	
	280.05	
Assigning office	65.10	
		645.75
Stationery, printing and postage		
Dean of Men	\$ 49.99	
Dean of Women	75.00	
Bureau of Appointments	47.00	
Registrar	162.77	
Assigning office	175.01	
		509.77
Outside representation		123.95

REPORT OF THE TREASURER

Building and grounds, care and repairs

Peters Hall—

Janitors	\$ 797.56	
Heat	1,158.61	
Light	111.52	
Water	19.05	
Telephone	15.00	
Paving	72.14	
Insurance	126.00	
Supplies and repairs	845.23	
		3,145.11

Spear Laboratory—

Janitors	\$ 410.40	
Heat	618.51	
Light	90.32	
Water	98.80	
Telephone	15.00	
Insurance	23.99	
Supplies and repairs	299.83	
Int. on advances...	353.55	
Adv's repaid (part)	1,000.00	
		2,910.40

Severance Laboratory—

Janitors	\$ 362.45	
Heat	294.42	
Light	32.39	
Telephone	15.00	
Insurance	30.60	
Paving	126.54	
Supplies and repairs	403.48	
		1,264.88

Botanical Laboratory—

Janitors	\$ 120.00	
Heat	125.00	
Light	22.28	
Insurance	18.00	
Water	15.70	
Paving	33.36	

Supplies and repairs	131.31	
Rent	275.00	
		740.65

Geological Laboratory—

Janitors	\$ 100.00	
Heat	226.95	
Light	27.52	
Water	4.48	
Paving	28.87	
Insurance	5.04	
Supplies and repairs	168.69	
		561.55

Sturges Hall—

Janitors	\$ 71.30	
Heat	249.60	
Light	24.21	
Insurance	16.20	
Paving	30.00	
Supplies and repairs	29.77	

\$ 421.08

Less rents 38.75

382.33

Use of Society Hall for Art

Department 130.00

Use of Council Hall for Col-

lege classes 100.00

9,234.92

Library, from term bills..... 1,406.75

Sundry expense 171.50

Term bills remitted to children of faculty and
to graduate students 1,226.25

Avery Scholarships 585.00

Trustee Scholarships 1,155.00

Oberlin College Scholarships 40.50

Diplomas 238.55

Retiring allowance, Johnston Professorship.... 660.20

Physical Training 19.07

Psychology (special appropriation) 200.00

Surveying (special appropriation)	100.00
Geology (special appropriation)	287.57
Physics (special appropriation)	400.00
Zoological Museum (special appropriation)....	200.00
Herbarium (special appropriation)	175.00
Art Department (special appropriation).....	50.00

Total expense \$ 85,782.76

College, Special Accounts—Receipts

Chemical Laboratory fees	\$ 1,937.00
Botanical Laboratory fees	\$211.85
From Living Endowment Union	300.00
	511.85
Zoological Laboratory fees	\$452.25
gifts	672.95
	1,125.20
Physical Laboratory fees.....	\$257.20
Interest Shop Work Fund	50.00
	307.20
Latin Archæology, return advance	
for purchase of equipment	100.00
Greek Archæology fees	261.00
Geology, fees	\$ 29.10
From Living Endowment Union	100.00
	129.10
Psychology fees	\$ 34.00
appropriation	200.00
	234.00
Ornithology fees	216.00
Anatomy	74.00
Summer School term bills	2,545.19
Scholarship funds from investments	
(see table page 396).....	1,537.50
From the Carnegie Foundation for the	
Advancement of Teaching	2,640.67

\$ 11,618.71

College, Special Accounts—Payments

Chemical Laboratory	\$ 1,656.01
Botanical Laboratory	211.85
Zoological Laboratory	1,107.26
Physical Laboratory	437.50
Latin Archæology	1.86
Greek Archæology	229.31
Geology	129.10
Psychology	5.30
Ornithology	359.00
Surveying	73.60
Anatomy	27.00
Economics	2.45
Zoological Museum	2.03
Summer School—	
Salaries	\$2,379.00
Clerks	20.20
Advertising	51.50
Stationery, printing and postage	51.65
	————— 2,502.35
Retiring allowances	2,640.67
To holders of scholarship orders from income of	
Jennie Williams Scholarship ...\$	52.00
Ellen M. Whitcomb Scholarship	312.00
Janet Whitcomb Scholarship ..	50.00
Flora L. Blackstone Scholarship	50.00
Tracy-Sturges Scholarship	16.00
E. A. West Fund	78.00
Harvey H. Spelman Scholarship	51.50
Lucy B. Spelman Scholarship..	52.00
Mrs. F. E. Tracy Scholarship...	93.00
Frank Dickinson Bartlett	
Scholarship	250.00
Andover Scholarship	100.00
J. C. and Elizabeth E. Wilder	
Scholarship	109.00
Comfort Starr Scholarship Fd.	73.50

REPORT OF THE TREASURER

Sarah M. Hall Scholarships.....	26.00	
Gilchrist-Potter Scholarship		
Fund	304.00	
		1,617.00
		\$ 10,996.29

THEOLOGICAL SEMINARY

INCOME

From invested funds	\$10,601.34
Transfer from University income	5,137.60
Term bills and rent of rooms.....	2,049.47
Diplomas	60.00
Total income	\$ 17,848.41

EXPENSE

Salaries	\$11,833.00
Clerks	124.88
Stationery, printing and postage	299.75
Advertising	113.65
Outside representation	60.20
Council Hall, care and repairs	
Janitors	\$ 509.96
Heat	1,069.65
Light	303.66
Water	60.15
Telephone	15.00
Insurance	74.70
Paving	66.28
Supplies and repairs	798.98
Advances for heating equipment	
and wiring repaid	1,317.25
	4,215.63

Haskell lectures	934.80	
Diplomas	8.00	
Sundry expense	193.30	
Total expense	\$17,783.21	
Unexpended income Haskell Lecture Fund		
carried to 1910-1911	65.20	
		\$ 17,848.41

Theological Seminary. Special Accounts—Receipts

Slavic Department—

From income Walworth Fund	\$ 3,569.97
Scholarship Funds, from investments	
(see table page 397)	1,077.10

Seminary Loan Fund—

Loans repaid	\$585.00
Interest paid	10.26
Gift	5.00
	600.26
Student Employment Fund, gifts	1,431.00
Additions to capital account	1,523.00
From the Carnegie Foundation for	
the Advancement of Teaching	1,980.00

\$ 10,181.33

Theological Seminary. Special Accounts—Payments

Slavic Department—

Salaries	\$ 1,860.00
Student aid	845.00
Term bills of students in	
the Academy	220.00
Room rents of students	314.25

REPORT OF THE TREASURER

Use of Council Hall	200.00	
Advertising	10.50	
Printing, etc.	15.22	
Appropriation to University expense	75.00	
Appropriation to Library	30.00	
	—————	\$ 3,569.97
To holders of scholarship orders from income of		
Lemuel Brooks Scholarship...\$	250.00	
Jennie M. Rosseter Scholarship	75.00	
McCord-Gibson Scholarship ...	50.00	
Painesville Scholarship	50.00	
Morgan Scholarship	50.00	
Oberlin First Church Scholar- ship	50.00	
Oberlin Second Church Scholar- ship	50.00	
Anson G. Phelps Scholarship..	50.00	
Butler Scholarship	50.00	
Miami Conference Scholarship	50.00	
Tracy Scholarship	60.00	
Sandusky Scholarship	25.00	
Leroy H. Cowles Scholarship..	60.00	
Charles E. Fowler Scholarship	30.00	
	—————	900.00
Seminary Loan Fund, loans made.....	615.00	
Student Employment Fund, aid.....	1,431.00	
Retiring allowances	1,980.00	
	—————	\$ 8,495.97

CONSERVATORY

INCOME

From invested funds	\$ 1,613.73
Term bills	68,099.43
Rent of Warner Concert Hall	123.00
Diplomas	101.25
Recitals	4,732.27
Sale of machinery, etc.....	103.05
Total income	\$ 74,772.73

EXPENSE

Salaries	\$52,135.60
Musical Library	573.25
College Library	300.00
Stationery, printing and postage	715.25
Clerks	515.00
Advertising	364.84
Piano and organ tuning and repair.....	2,458.62
Heat	1,610.35
Lights	277.87
Power	643.17
Insurance	216.90
Janitors and engineer	1,520.87
Supplies and repairs	979.48
Care of grounds	17.00
Water	78.50
Telephone	41.25
Paving	153.28
Purchase of instruments	2,445.00
Artist recitals	4,680.00
Sundry expense	215.04
University	750.00

REPORT OF THE TREASURER

Payment of bequest of Mrs. Polly E. Gilbert	
from income of fund given by her.....	100.00
Int. on account Rice Memorial Hall construc'n	122.64
Total expense	\$ 70,913.91

Conservatory, Special Accounts—Receipts

Loan Fund—

Loans repaid	\$400.00	
Gifts	61.00	
From receipts student recitals....	109.81	
		\$ 570.81
For scholarship aid, special appropriation		
from income of Endowment Fund....	157.25	
Gift for Rice Memorial Hall.....	50.00	
		\$ 778.06

Conservatory, Special Accounts—Payments

Loan Fund, loans made	\$ 1,061.25
For scholarship aid	107.25
Rice Memorial Hall, construction account.	42,740.55
	\$ 43,909.05

LIBRARY

INCOME

From invested funds (see table page 399).....	\$ 6,922.16
Interest on subscriptions to endowment.....	13.43
Dividend G. F. Harvey Company.....	70.00
Oberlin Union School District.....	1,638.64
Slavic Department	30.00
From English lectures and plays (approp.)....	300.00

Term bills—

College	\$1,406.75	
Academy	453.50	
Conservatory	300.00	
		2,160.25

Gifts for current use from—

E. A. West	\$ 200.00	
Class in Economics 1.....	21.25	
Class in Sociology	10.45	
Department of Zoology	142 78	
Chas. M. Hall	100.00	
A. M. Johnson	100.00	
Women's Club	10.00	
Wm. C. Cochran	102.40	
Class of '02	30.00	
		716.88

Rent of building	22.00
Use of rooms Olney Collection	175.00
Assistants	66.87
Books sold	94.68
Supplies sold	29.93
Binding repaid	13.45
Express repaid	.88
Examinations	303.00
Registrar's fees	178.50
Fines	2.30

Total income\$ 12,737.97

EXPENSE

Salaries	\$ 3,133.00
Assistants	4,339.50
Student help	564.50
Stationery, printing and postage.....	427.49
Purchase of books and periodicals.....	5,940.76
Binding	964.54
Express, freight, etc.	38.22
Supplies	344.90

Building and grounds, care and repairs—

Janitors	\$ 970.79	
Heat	1,414.10	
Light and power	1,364.58	
Water	149.50	
Telephone	15.00	
Insurance	46.27	
Paving	183.29	
Supplies and repairs	848.29	
		4,991.82
Interest on advances		1,104.00
Total expense		\$ 21,848.73

Library, Special Accounts—Receipts

Gifts for Endowment	\$ 6,700.00
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ACADEMY

INCOME

Term bills	\$ 15,360.50
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EXPENSE

Salaries	\$15,472.50
Clerks	290.88
Stationery, printing and postage	550.00
Advertising	300.00
Diplomas	30.50
Library, from term bills	453.50
Trustee Scholarships	619.50
Term bills remitted to children of members of the Faculty	475.50

Buildings and grounds, care and repairs

French Hall—

Janitors	\$176.88	
Heat	236.05	
Light	26.42	
Water	.75	
Insurance	6.30	
Supplies and repairs	93.48	
		539.88

Society Hall—

Janitors	\$175.00	
Heat	260.00	
Light	9.02	
Water	2.25	
Insurance	8.64	
Supplies and repairs	181.91	
		\$636.82
Less paid by College Department..	130.00	
		506.82

Sundry expense	74.12	

Total expense		\$ 19,313.20
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Academy, Special Accounts—Receipts

Physical Laboratory fees	\$ 143.00	
Botanical and Zoological Laboratory fees	84.00	
Athletic fees	298.75	
		\$ 525.75

Academy, Special Accounts—Payments

Physical Laboratory	\$ 52.05	
Botanical and Zoological Laboratory	133.51	
Athletic fees	309.00	
Equipment	168.63	
		\$ 663.19

Summary of all Receipts and Payments except changes of Investments

	Receipts	Payments
University, income and expense	*\$ 45,604.67	†\$ 44,865.31
University, special accounts	186,277.88	169,439.34
College, income and expense	94,062.38	85,782.76
College, special accounts	11,618.71	10,996.29
Theological Seminary, income and expense	17,848.41	17,783.21
Theological Seminary, special accounts...	10,181.33	8,495.97
Conservatory, income and expense.....	74,772.73	70,913.91
Conservatory, special accounts	778.06	43,909.05
Library, income and expense.....	12,737.97	21,848.73
Library, special accounts	6,700.00	
Academy, income and expense	15,360.50	19,313.20
Academy, special accounts	525.75	663.19
	\$476,468.39	\$494,010.96
		476,468.39
		\$ 17,542.57
Loan to General Fund		4,689.19
Total decrease of funds and balances as shown		
on page 383 of this report.....		\$ 12,853.38

* This amount does not include \$5,137.60 of University income which was transferred to the Theological Seminary and appears as a part of Theological Seminary income (\$17,848.41).

† This amount does not include the Library deficit for the year \$9,755.47, which is a part of Library payments (\$21,848.73).

Funds and Balances in the Care of the Treasurer

UNIVERSITY

Endowment Funds

August 31, 1909		August 31, 1910
\$ 173,563.86	Edowment	\$173,563.86
17,514.89	Alumni (1870)	17,514.89
24,475.00	E. I. Baldwin (1894)	24,475.00
10,000.00	Henrietta Bissell (1879) ...	10,000.00
37,142.19	James H. Fairchild Profes-	
	sorship (1888)	37,142.19
100,275.00	Walworth (1905)	100,275.00
38,000.00	Dickinson (1893)	38,000.00
4,846.10	Clarissa M. Smith (1896)..	4,846.10
20,000.00	Ralph Plumb (1881)	20,000.00
2,000.00	Truman P. Handy (1899)..	2,000.00
85.06	Shaw (1882)	85.06
79.14	Latimer (1876)	79.14
1,505.91	Butler (1882)	1,505.91
709.68	Gillett (1880)	709.68
3,028.26	Cooper (1902)	3,028.26
242.70	Finney (1882)	242.70
1,033.77	West (1902)	1,033.77
800.12	McClelland (1903)	800.12
47,270.85	Reunion Fund of 1900 (part)	
	Class of '38....\$	200.00
	Class of '42....	500.00
	Class of '43....	565.00
	Class of '45....	100.00
	Class of '46....	50.00
	Class of '47....	285.00
	Class of '48....	10.00
	Class of '50....	250.00
	Class of '51....	260.00

Amounts carried forward..\$2,220.00 \$435,301.68

REPORT OF THE TREASURER

Amounts brought forward..	\$2,220.00	\$435,301.68
Class of '54....	35.00	
Class of '55....	25.00	
Class of '56....	985.00	
Class of '57....	755.00	
Class of '59....	343.00	
Class of '60....	97.76	
Class of '61....	100.00	
Class of '62....	910.00	
Class of '63....	485.00	
Class of '64....	75.00	
Class of '65....	810.00	
Class of '66....	266.50	
Class of '67....	455.00	
Class of '70....	1,480.00	
Class of '71....	450.00	
Class of '72....	561.00	
Class of '73....	1,115.00	
Class of '74....	190.00	
Class of '75....	2,698.01	
Class of '76....	858.00	
Class of '77....	562.50	
Class of '78....	9,595.00	
Class of '79....	1,288.45	
Class of '80....	459.00	
Class of '81....	525.25	
Class of '82....	1,400.00	
Class of '83....	3,191.50	
Class of '84....	1,178.20	
Class of '85....	2,650.00	
Class of '86....	624.00	
Class of '87....	464.74	
Class of '88....	380.00	
Class of '89....	2,655.00	
Class of '90....	1,991.50	
Class of '91....	727.00	
Class of '92....	500.50	

Amounts carried forward..\$43,106.91 \$435,301.68

REPORT OF THE TREASURER

373

Amounts brought forward.	\$43,106.91	\$435,301.68
Class of '93.....	1,260.50	
Class of '94.....	854.00	
Class of '95.....	90.00	
Class of '96.....	365.00	
Class of '97.....	958.34	
Class of '99.....	636.10—	47,270.85
38,500.00	William E. Osborn (1901).	38,500.00
5,000.00	John Sherman (1901).....	5,000.00
200,000.00	John D. Rockefeller (1902)	200,000.00
10,000.00	E. A. and C. B. Shedd(1902)	10,000.00
10,000.00	Marcus Lyon (1902).....	10,000.00
5,000.00	Warner Gymnasium (1902)	5,000.00
10,000.00	Olney (1904).....	10,000.00
2,997.97	Keith (1904)	2,997.97
100,000.00	Anonymous (1906)	100,000.00
31,019.63	Haskell (1905)	31,019.63
10,000.00	Kora F. Barnes (1905).....	10,000.00
1,000.00	Angeline Fisher Jenison (1907)	1,000.00
3,871.25	Edward D. Kimball (1907).	3,871.25
10,000.00	Sarah M. Atkinson (1908)..	10,000.00
275.39	Maria B. Bigelow (1908)...	275.39
100.00	Janette W. Baker (1909)..	100.00
100.00	Clara E. Carrothers (1909)..	100.00
1,000.00	John S. Kennedy (1909)...	1,000.00
	Mrs. F. E. Tracy (1900)..	100.00
	Mrs. Oliva E. P. Stokes (1909)	1,000.00
	F. A. Hubel (1909).....	100.00
	Mrs. Rebecca Webb (1910)..	100.00
	E. A. West (1910).....	1,000.00
	Mrs. ..Frederick ..Billings (1910)	250.00
	"Friends"	500.00
	Victor F. Lawson (1910)..	1,000.00
300.00	Endowment Union	300.00—\$ 925,786.77

REPORT OF THE TREASURER

Amount brought forward			\$925,786.77
2,719.98	C. N. Pond	2,720.98	
6,203.69	Dutton	6,033.87	
6,911.16	Dascomb	6,716.72	
2,893.49	Prunty	2,888.16	
53,955.70	C. V. Spear	52,953.49	
6,267.84	Ross	6,256.23	
4,225.76	Gilchrist	4,187.05	
13,965.29	Marx Straus	12,163.55	
5,097.00	Mary A. Springer	4,941.30	
4,938.97	Collins	4,935.92	
4,435.69	Cooper	4,457.47	
2,019.86	Williams	2,020.85	
9,782.71	Firestone	9,771.85	
940.01	Parker	927.01	
947.53	Hotchkiss	934.91	
1,913.03	Johnson	1,888.68	
4,025.25	Ellis	3,626.51	
6,500.00	Magraugh	6,500.00	
5,580.00	Carroll Cutler	5,580.00	
	Ransom	5,000.00—	144,504.55

Scholarship Funds

1,000.00	Cowles Memorial (1884)...	\$	1,000.00
1,100.00	Dr. A. D. Lord (1882).....		1,100.00
1,000.00	Mrs. Elizabeth W. R. Lord (1882)		1,000.00
1,045.00	Hinchman Fund (1873)....		1,045.00
5,000.00	Lydia Ann Warner (1888).		5,000.00
1,000.00	F. V. Hayden (1888).....		1,000.00
6,000.00	Avery Fund (1862).....		6,000.00
1,250.00	Finney (1887)		1,250.00
1,000.00	Howard Valentine (1880)..		1,000.00
1,000.00	Caroline (1881)		1,000.00
1,000.00	Talcott (1881)		1,000.00
Amounts carried forward		\$20,395.00	\$1,070,291.32

Amounts	brought forward	\$20,395.00	\$1,070,291.32
1,000.00	Metcalf (1881)	1,000.00	
1,000.00	Dodge (1881)	1,000.00	
1,000.00	Dascomb (1879)	1,000.00	
1,000.00	Bierce (1886)	1,000.00	
1,000.00	Graves (1894)	1,000.00	
750.00	Lewis Nelson Churchill (1890)	750.00	
200.00	Ann Lincoln Fund (1891)..	200.00	
1,250.00	Mary E. Wardle (1896)....	1,250.00	
6,500.00	Dr. Dudley Allen Fund (1899)	6,500.00	
1,000.00	Henry N. Castle (1900)....	1,000.00	
1,025.00	Class of '58 (1900).....	1,025.00	
1,060.50	Class of '69 (1900).....	1,060.50	
1,000.00	Class of '98 (1900).....	1,000.00	
1,000.00	Jean Woodward Irwin (1902)	1,000.00	
1,000.00	Howard Gardner Nichols (1902)	1,000.00	
1,000.00	May Moulton Memorial Fund (1902)	1,000.00	
1,000.00	John Manning Barrows (1902)	1,000.00	
1,000.00	Julia Clark Davis (1905)..	1,000.00	
2,000.00	Lucy M. Thompson (1905)..	2,000.00	
5,000.00	Goodnow (1906)	5,000.00	
	Correlia L. Reamer (1910)..	5,000.00—	55,180.50
	May Moulton Loan Fund (1904) Fund	\$ 500.00	
	Additions by in- terest	87.17	
		\$ 587.17	
	Loaned	562.50	
	Unloaned balance	24.67	
Amounts	carried forward	\$ 24.67	\$1,125,471.82

REPORT OF THE TREASURER

Amounts	brought forward	\$ 24.67	\$1,125,471.82
4,608.90	Gilchrist Banking Fund (1906)		
	Fund	\$9,500.00	
	Additions by in- terest	429.61	
		\$9,929.61	
	Loaned	6,208.05	
	Unloaned balance	3,721.56	
158.57	Jones Loan Fund (1859)		
	Unloaned balance.....	348.58	
65.00	Anderegg Loan Fund	119.00	
	Scholarship Loan Fund....	245.60	
6.00	Fund for Freshmen Women	43.00	
130.00	Trustee Scholarship Fund	130.00—	4,632.41
371.34	Unused income from schol- arships—		
	Cowles Memorial	.35	
	Lord	.20	
	Lydia Ann Warner.....	24.85	
	Hayden	11.00	
	Avery Fund	39.03	
	Finney	11.91	
	Mary E. Wardle	61.25	
	Class of '58	6.63	
	Class of '69	.14	
	Lucy M. Thompson.....	16.00	
	Goodnow	2.00—	173.36
3,000.00	Jennie Allen Nurse Fund (1875)	3,000.00	
584.10	Hannah Snow Lewis Fund (1902	580.48	
510.66	Foltz Tract Fund (1881)...	510.39—	4,090.87
96,889.98	Teachers' Course, Men....	22.22	
	English Lecture Fund	227.83	
	Swimming Pool Fund.....	291.33	
Amounts	carried forward	\$ 541.38	\$1,134,368.46

Amounts brought forward	\$ 541.38	\$1,134,368.46
Class of '82 Shrub Fund...	9.00	
'98 Class Fund	1,151.35	
Dormitory Fund	100.00	
Y. M. C. A. Building Fund	1,150.00	
Shop Work Fund.....	1,000.00	
Art Building Fund	5,750.00	
Barrows Memorial Fund...	5,955.00	
Nichols Lots	381.85	
West Virginia Oil Lands..	2,555.71	
Oberlin Alumni Association	11.49	
Chapel Lot	358.00	
Chapel Insurance	14,296.99	
Skating Floor	20.67	
G. F. Wright Research Fund	1.14	
Fund for exchange lecturers	46.71	
Unused special scholarship Aid	28.50	
Profit and Loss for General Investments	68,304.26	
Gymnasium and Field Asso- ciation Fund	2,000.00	
Carpenter Shop insurance.	359.44	
Donations undesignated ...	100.00—	104,121.49

COLLEGE

Endowment Funds

68,059.59	Endowment	68,059.59
19,634.41	D a s c o m b Professorship (1878)	19,634.41
50,000.00	Stone Professorship (1880)	50,000.00
55,881.37	Fredrika Bremer Hull Pro- fessorship (1889)	55,881.37
30,000.00	Graves Professorship (1882)	30,000.00
30,000.00	Brooks Professorship (1895)	30,000.00

Amounts carried forward\$253,575.37 \$1,238,489.95

REPORT OF THE TREASURER

Amounts	brought forward	.....	\$253,575.37	\$1,238,489.95
23,748.25	Monroe	Professorship		
	(1889)	.....	23,748.25	
25,000.00	James F. Clark	Professor-		
	ship (1883)	.....	25,000.00	
20,000.00	Perkins (1895)	.....	20,000.00	
25,000.00	Avery	Professorship (1867)	25,000.00	
12,524.33	Adelia A. Field Johnston			
	Professorship (1898)	....	12,524.33	
40,000.00	L. H. Severance	Professor-		
	ship (1902)	.....	40,000.00	
10,000.00	Severance Laboratory (1902)		10,000.00—	409,847.95

Scholarship Funds

1,000.00	Jennie Williams (1883)	....	1,000.00	
6,000.00	Ellen M. Whitcomb (1884)		6,000.00	
1,000.00	Flora L. Blackstone (1892)		1,000.00	
500.00	Tracy-Sturges (1881)	.....	500.00	
1,500.00	E. A. West Fund (1897)	...	1,500.00	
1,000.00	Harvey H. Spelman (1899)		1,000.00	
1,000.00	Lucy B. Spelman (1899)	...	1,000.00	
1,000.00	Janet Whitcomb (1899)	...	1,000.00	
1,000.00	Mrs. F. E. Tracy (1900)	...	1,000.00	
5,000.00	Frank Dickinson Bartlett			
	(1900)	.....	5,000.00	
2,000.00	Andover (1900)	.....	2,000.00	
2,000.00	J. C. and Elizabeth E.			
	Wilder (1902-7)	.....	2,000.00	
2,500.00	The Comfort Starr Scholar-			
	ship Fund (1902)	.....	2,500.00	
500.00	Sarah M. Hall (1905)	.....	500.00	
4,750.00	Gilchrist-Potter Scholarship			
	Fund (1906)	.....	4,750.00—	30,750.00
1,003.90	Unused income from scholarships—			
	Flora L. Blackstone	.....	\$ 80.50	
	Tracy-Sturges	.....	12.50	
Amounts	carried forward	.....	\$ 93.00	\$1,679,087.90

Amounts brought forward	\$	93.00	\$1,679,087.90
Comfort Starr Scholarship			
Fund		826.40	
Gilchrist-Potter Scholarship			
Fund		5.00—	924.40
974.23 Balance credits, sundry accounts—			
Chemical Laboratory	\$	309.64	
Zoological Laboratory ..		17.94	
Botanical Laboratory....		300.00	
Physical Laboratory		5.87	
Latin Archæology		510.02	
Greek Archæology		74.58	
Psychology		230.14	
Surveying		18.10	
Anatomy		154.97	
Economics		12.05	
Summer School		42.84—	1,676.15

THEOLOGICAL SEMINARY

Endowment Funds

34,641.60	Endowment	\$	36,164.60
21,371.10	Finney Professorship (1870)		21,371.10
8,935.84	Morgan Professorship		
	(1873)		8,935.84
25,000.00	Holbrook Professorship		
	(1881)		25,000.00
25,158.68	Michigan Professorship		
	(1881)		25,158.68
4,750.00	Place (1895)		4,750.00
7,494.55	Burrell (1882)		7,494.55
133.39	Hudson (1890)		133.39
427.74	Warner (1891)		427.74
1,000.00	Joshua W. Weston (1902).		1,000.00
Amounts carried forward		\$130,435.90	\$1,681,688.45

REPORT OF THE TREASURER

Amounts brought forward	\$130,435.90	\$1,681,688.45
17,205.75 Wm. C. Chapin (1905)	17,205.75	
20,000.00 Haskell Lectureship (1905)	20,000.00	
40,000.00 D. Willis James (1907)	40,000.00	
1,000.00 L. Smith Hobart (1908)	1,000.00	
4,908.13 Gillett (1905)	4,908.13—	213,549.78

Scholarship Funds

5,000.00 Lemuel Brooks (1888)	5,000.00	
1,500.00 Jennie M. Rosseter (1881)	1,500.00	
1,000.00 McCord-Gibson (1884)	1,000.00	
1,000.00 John Morgan (1883)	1,000.00	
1,000.00 Painesville (1879)	1,000.00	
1,000.00 Oberlin First Congregation- al Church (1881)	1,000.00	
1,000.00 Oberlin Second Congrega- tional Church (1873)	1,000.00	
1,000.00 Anson G. Phelps (1890)	1,000.00	
1,000.00 Butler (1874)	1,000.00	
1,000.00 Miama Conference (1879) ..	1,000.00	
1,250.00 Tracy (1890)	1,250.00	
1,000.00 Sandusky (1887)	1,000.00	
1,250.00 Leroy H. Cowles (1897)	1,250.00	
1,000.00 Charles E. Fowler (1903) ..	1,000.00	
1,250.00 Emerson (1892)	1,250.00	
291.95 Susan S. Button Fund (1900)	291.95	
1,000.00 Elizabeth L. Warriner (1909)	1,000.00—	21,541.95

1,452.68 Unused income above scholarships—	
Lemuel Brooks	\$ 250.00
Jennie M. Rosseter	75.00
McCord-Gibson	50.00
John Morgan	50.00
Painesville	50.00
Oberlin First Church	50.00
Oberlin Second Church ..	50.00

Amounts carried forward	\$ 575.00	\$1,916,780.18
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REPORT OF THE TREASURER

381

Amounts brought forward	\$ 575.00	\$1,916,780.18
Anson G. Phelps.....	50.00	
Butler	50.00	
Miami Conference	50.00	
Tracy	65.00	
Sandusky	75.00	
Leroy H. Cowles	65.00	
Charles E. Fowler	100.00	
Emerson	95.00	
Susan S. Button Fund ..	29.20	
Elizabeth L. Warriner ..	50.00—	1,204.20
Seminary Loan Fund.....		410.84
Haskell Lectureship Income		65.20
24.93 Bal. credits sundry acc'ts..		24.93

CONSERVATORY

30,419.50 Fenelon B. Rice Professor-		
ship (1901)	\$ 30,419.50	
5,000.00 Endowment Fund (1909) ..	5,000.00	
843.45 Conservatory Loan Fund—		
Unloaned balance (1885) ..	353.01—	35,772.51
Unused scholarship income		50.00

LIBRARY

Endowment Funds

42.00 Library	\$ 42.00	
887.00 Class of '85.....	887.00	
500.00 Cochran (1886)	500.00	
500.00 Grant (1887)	500.00	
500.00 Hall (1886)	500.00	
100.00 Henderson (1886)	100.00	
11,176.63 Holbrook (1886)	11,176.63	
500.00 Keep-Clark (1886)	500.00	
1,000.00 Plumb (1887)	1,000.00	
5,724.13 E. K. Alden (1899).....	5,724.13	
Amounts carried forward	\$ 20,929.76	\$1,954,307.86

REPORT OF THE TREASURER

Amounts brought forward	\$ 20,929.76	\$1,954,307.86
100.00 Andrews (1900)	100.00	
2,152.50 Faculty (1902)	2,152.50	
115,261.00 Endowment Fund of 1906—		
Helen G. Coburn		
(1906)	\$ 9,980.10	
E. A. West		
(1905)	2,850.00	
Chas. M. Hall		
(1906)	9,000.00	
D. Willis James		
(1906)	10,000.00	
L. H. Severance		
(1906)	5,000.00	
Abbie R. Kendall		
(1906)	475.00	
C. N. Lyman		
(1907)	33,395.56	
E. A. and C. B.		
Shedd (1906) ..	5,000.00	
C. S. Hay (1908)	2,000.00	
Anonymous		
(1908)	10,000.00	
Whipple (1880)	158.45	
Perry (1873) ..	340.25	
Davis (1882)...	586.49	
H. L. Terrell		
(1909)	4,570.00	
Helen Culver		
(1909)	1,000.00	
Grace H. Dodge		
(1909)	2,000.00	
Sundries	25,605.15	
	121,961.00—	145,143.26
545.99 Unused income book funds		1,190.70
Amount carried forward		\$2,100,641.82

ACADEMY

Amount brought forward		\$2,100,641.82
240.08	Bal. credits, sundry accounts—	
	Equipment	\$ 3.12
	Physical Laboratory	94.77
	Botanical and Zoological Lab- oratory	3.25
	Athletic fees	1.50— 102.64
\$2,113,597.84	Total funds and balances..	\$2,100,744.46
	Decrease of funds and bal- ances	\$12,853.38
20,628.08	Deposit and personal acc'ts	20,981.89
\$2,134,225.92		\$2,121,726.35

The foregoing Funds and Balances are invested in the following properties:

NOTES and MORTGAGES distributed as follows:

Cleveland	\$40,352.51	
Akron	33,200.00	
Columbus	5,283.57	
Lorain	12,155.00	
Wellington	350.00	
Oberlin	85,318.45	
Elyria	3,000.00	
On farm lands in Ohio.....	47,250.00	
Total in Ohio		\$226,909.53
Eureka	\$ 300.00	
Wabaunsee	200.00	
On farm lands in Kansas.....	9,300.00	
Total in Kansas		9,800.00
Grand Rapids	\$ 9,800.00	
On farm lands in Michigan.....	17,315.00	
Total in Michigan		27,115.00
Matthews	\$ 1,228.70	
On farm lands in Indiana.....	3,350.00	
Total in Indiana		4,578.70
Davenport	\$11,533.34	
Des Moines	940.00	
Total in Iowa		12,473.34
Amount carried forward		\$280,876.57

Amount brought forward\$280,876.57

Duluth\$10,900.00

On farm lands in Minnesota.... 4,750.00

Total in Minnesota 15,650.00

Chicago 80,000.00

New York City 55,000.00

Total Notes and Mortgages..... \$431,526.57

STOCKS AND BONDS—

\$ 500.00 *American Stove Co. stock\$ 500.00

3,000.00 *American Real Estate Co. 1st 6's.. 3,000.00

20,000.00 Atchinson, Topeka & Santa Fe
Ry. stock 19,212.50

14,000.00 Aurora, Elgin & Chicago Ry. Co.
Pfd. stock 12,195.00

10,000.00 Aurora, Elgin & Chicago Ry. Co.
1st 5's 9,556.25

20,000.00 Aurora, Elgin & Chicago Ry. Co.
1st and ref. 5's..... 18,500.00

40,000.00 Baltimore & Ohio Ry. Co. stock... 43,970.00

26,000.00 Bedford Quarries Co. 1st 6's..... 26,000.00

5,000.00 Buckeye Stereopticon Co. 1st 6's.. 5,000.00

8,000.00 Cleveland & Eastern Ry. Co. 1st 5's }

4,600.00 Cleveland & East'n Ry. Co. Pfd. stock } 7,091.00

4,000.00 Cleveland & Eastern Ry. Co. stock }

30,000.00 Cleveland Furnace Co. 1st 6's..... 30,000.00

25,000.00 Cleveland & Southwestern Trac-
tion Co. 1st Con. 5's..... 23,750.00

10,000.00 Cleveland, Southwestern & Co-
lumbus Ry. Co. 1st 5's..... }

10,000.00 Cleveland, Southwestern & Co-
lumbus Ry. Co. stock..... } 10,000.00

15,000.00 Cuyahoga Telephone Co. 1st 6's... 12,268.75

8,000.00 Elyria & Oberlin Ry. Co. 1st 6's.. 8,000.00

844.00 *Euclid Heights Realty Co. 1st 6's.. 844.00

Amounts carried forward\$229,887.50 \$431,526.57

*Gift

REPORT OF THE TREASURER

Amounts brought forward	\$229,887.50	\$431,526.57
10,000.00	Frazier Realty Co. 1st 6's.....	10,000.00
25,000.00	Gilchrist Transportation Co. 1st 5's	23,041.00
25,000.00	Great Lakes & St. Lawrence Transportation Co. 1st 5's.....	23,181.50
30,000.00	Home Riverside Coal Co. 1st 5's..	25,000.00
10,000.00	Hudson & Manhattan Ry. Co. 1st } Conv. 4½'s	10,000.00
2,500.00	Hudson & Manhattan Ry. Co. stock }	
30,000.00	Lake Shore Electric Ry. Co. Gen. 5's	25,500.00
15,000.00	Lorain Street Ry. Co. Con. 5's....	13,875.00
20,000.00	New Orleans Great Northern Ry. Co. 1st 5's	18,800.00
42,500.00	New York Central & Hudson River Ry. Co. stock.....	48,442.50
15,000.00	New York Lockport & Ontario Power Co. 1st 5's.....	13,500.00
30,000.00	*Northampton Portland Cement Co. 1st 6's	30,000.00
5,000.00	Northern Ohio Traction & Light 1st Conv. 4's	3,650.00
35,000.00	Northern Ohio Traction & Light Co. Col. Trust 6's.....	35,000.00
25,000.00	Ontario Power Co. 1st 5's.....	23,875.00
45,000.00	Pennsylvania Ry. Co. stock.....	56,495.00
20,000.00	Provident Steamship Co. 1st 5's...	19,400.00
25,000.00	Roby Coal Co. 1st 6's.....	25,000.00
30,000.00	Syracuse Rapid Transit Co. 2d 5's	27,000.00
5,000.00	Tuscarawas Ry. Co. 1st 6's.....	5,000.00
10,000.00	Tuteur Realty Co. 1st 6's.....	10,000.00
28,000.00	United States Telephone Co. 1st 5's	22,900.00
10,000.00	United States Transportation Co. 1st 5's	9,475.00
1,000.00	*Wadsworth Light & Water Co. stock	1,000.00
20,000.00	Wellman-Seaver-Morgan Engineer- ing Co. 1st 5½'s.....	19,700.00
20,000.00	Western Ohio Ry. Co. 1st 5's.....	15,825.00
10,000.00	Western Maryland Ry. Co. 1st 4's	8,512.50

Amounts carried forward\$754,060.00 \$431,526.57

*Gift

Amounts brought forward	\$754,060.00	\$431,526.57
13,400.00 Western Union Telegraph Co. stock (gift in part)	11,504.50	
5,000.00 Western Union Telegraph Co. Conv. 4's	4,387.56	
30,000.00 Wheeling Traction Co. 1st 5's.....	30,000.00	
15,000.00 Youngstown Sheet & Tube Co. 1st 6's	15,000.00	
Total Stocks and Bonds.....		814,925.06

SHORT TIME NOTES—

\$20,000.00 C. C. C. & St. L. Ry. Co	\$19,298.00	
20,000.00 Cuyahoga Telephone Co.	19,975.00	
Total Short Notes		39,273.00

COLLATERAL LOANS	226,225.00
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REAL ESTATE—

Oberlin	\$173,027.03	
Cleveland	80,000.00	
Akron	12,000.00	
Toledo	650.00	
Elyria	136.00	
Farm lands in Ohio	5,577.82	
Total in Ohio		\$271,390.85
Grand Rapids	\$ 1,300.00	
Farm lands in Michigan.....	3,989.00	
Total in Michigan		5,289.00
Topeka	\$ 8,000.00	
Farm lands in Kansas.....	2,775.00	
Total in Kansas		10,775.00

Amounts carried forward	\$287,454.85	\$1,511,976.63
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Amounts brought forward	\$287,454.85	\$1,511,976.63
Chicago	10,000.00	
St. Paul	1,319.10	
Matthews, Indiana	630.00	
Farm lands in Florida	200.00	
Total Real Estate		\$299,603.95

TIME DEPOSITS \$ 16,937.74

SUNDRIES

Baldwin Cottage, construction account..	\$ 11,965.41	
heating equipment....	197.62	
Talcott Hall, construction account.....	10,469.46	
Finney Memorial Chapel,		
construction account and site	29,843.02	
Steam-main, Peters Hall to Carnegie		
Library	4,426.84	
Spear Laboratory, repairs	6,071.39	
Stewart Hall, repairs	1,036.24	
Keep Home, repairs	1,451.52	
Dascomb Cottage, repairs	1,909.44	
Women's Gymnasium, improvements.....	2,108.12	
Council Hall, heating and wiring.....	1,686.72	
Park Hotel, furnishings	2,708.74	
E. B. Fairfield property, Chicago	6,120.00	
Unexpired insurance	3,328.56	
Coal and supplies for 1910-1911	2,548.40	
Catalogue of former students	568.30	
Chapel bell	6.50	
Scholarships overdrawn	19.00	
Student Employment Fund	259.15	
Herbarium	271.84	
Amounts carried forward	\$86,996.27	\$1,828,518.32

Amounts brought forward	\$56,996.27	\$1,828,518.32
Carnegie Library,		
construction account and site	17,806.29	
Rice Memorial Hall,		
construction account and equipment	27,253.99	
Bills receivable	17,021.50	
Shedd Fund notes	7,510.06	
Sundry accounts	15,639.61	
Loan to General Fund	31,266.16	203,493.88
Deposits subject to check and cash		\$ 89,714.15
		\$2,121,726.35

SUMMARY OF ASSETS

Notes and Mortgages	\$ 431,526.57
Stocks and Bonds	814,952.06
Short Time Notes	39,273.00
Collateral Loans	226,225.00
Real Estate	299,603.95
Time Deposits	16,937.74
Sundries	203,493.88
Cash	89,714.15
	\$2,121,726.35
Buildings and equipment, less included in sundries....	1,402,546.01
	\$3,524,272.36

The following properties in use for College purposes are not entered in the foregoing list of assets, and are not valued on the Treasurer's Books. The values given are reasonable estimates based on their cost and present conditions:

Arboretum	\$ 2,000.00
Art and Archæology apparatus.....	6,000.00
Athletic Grounds	3,500.00
Baldwin Cottage and furniture.....	45,000.00
Carnegie Library	155,000.00
College Lands	100,000.00
Council Hall	50,000.00
Finney Memorial Chapel and site.....	142,000.00
French and Society Halls	20,000.00
Geological Collection	9,000.00
Geological Laboratory	5,000.00
Herbarium and Botanical Equipment.....	15,000.00
Keep Home	3,500.00
Library	60,000.00
Lord Cottage and furniture.....	25,000.00
Musical Instruments and Apparatus.....	48,000.00
Musical Library	3,000.00
Olney Art Collection	113,000.00
Peters Hall	80,000.00
Physical and Chemical Apparatus.....	15,000.00
Psychological Laboratory Apparatus	1,500.00
Rice Memorial Hall and equipment (part).....	70,800.00
Severance Chemical Laboratory and site.....	75,000.00
Spear Laboratory	35,000.00
Stewart Hall	4,500.00
Sturges Hall	12,000.00
Talcott Hall and furniture.....	75,000.00
Warner Gymnasium	50,000.00
Warner Hall	175,000.00
Women's Gymnasium	15,000.00
Zoological and Anthropological Collection.....	16,000.00
	\$1,429,800.00

The following table shows the income of each fund for the year:

UNIVERSITY

Endowment Funds

Endowment (part, balance under Seminary)	Income
.....\$	4,340.59
Alumni	875.74
E. I. Baldwin	1,223.75
Henrietta Bissell	500.00
James H. Fairchild Professorship	1,857.10
Walworth	5,013.75
Dickinson	1,900.00
Clarissa M. Smith	242.31
Ralph Plumb	1,000.00
Truman P. Handy	100.00
Shaw	4.25
Latimer	3.96
Butler	75.30
Gillett	35.49
Cooper	151.41
Finney	12.14
West	51.69
McClelland	40.00
Class of '38	10.00
Class of '42	25.00
Class of '43	28.25
Class of '45	5.00
Class of '46	2.50
Class of '47	14.45
Class of '48	.50
Class of '50	12.50
Class of '51	13.00
Class of '54	1.75
Class of '55	1.25

Amount carried forward\$17,541.48

REPORT OF THE TREASURER

University Funds, Continued		Income
Amount brought forward		\$17,541.48
Class of '56		49.25
Class of '57		37.75
Class of '59		17.15
Class of '60		4.88
Class of '61		5.00
Class of '62		45.50
Class of '63		24.25
Class of '64		3.75
Class of '65		40.50
Class of '66		13.32
Class of '67		22.75
Class of '70		74.00
Class of '71		22.50
Class of '72		28.05
Class of '73		55.75
Class of '74		9.50
Class of '75		134.90
Class of '76		42.90
Class of '77		28.13
Class of '78		479.75
Class of '79		64.43
Class of '80		22.95
Class of '81		26.27
Class of '82		70.00
Class of '83		159.57
Class of '84		58.91
Class of '85		132.50
Class of '86		31.20
Class of '87		23.24
Class of '88		19.00
Class of '89		132.75
Class of '90		99.58
Class of '91		36.35
Class of '92		25.02
Class of '93		63.02
Amount carried forward		\$19,645.85

University Funds, Continued		Income
Amount brought forward	\$19,645.85	
Class of '94	42.70	
Class of '95	4.50	
Class of '96	18.25	
Class of '97	47.92	
Class of '99	31.80	
William E. Osborn	1,925.00	
John Sherman	250.00	
John D. Rockefeller	10,000.00	
E. A. and C. B. Shedd	500.00	
Marcus Lyon	500.00	
Warner Gymnasium	250.00	
Olney	500.00	
Keith	149.90	
Anonymous (part, balance under Seminary)	4,200.00	
Haskell	1,550.99	
Kora F. Barnes	500.00	
Angeline Fisher Jenison	50.00	
Edward D. Kimball	193.56	
Sarah M. Atkinson	500.00	
Maria B. Bigelow	13.77	
Janette W. Baker	5.00	
Clara E. Carrothers	5.00	
John S. Kennedy	50.00	
Endowment Union	15.00	
Total income endowment funds (see page 347)		40,949.24
C. N. Pond	136.00	
Dutton	310.18	
Prunty	144.67	
Dascomb	345.56	
C. V. Spear	2,697.79	
Ross	313.39	
Gilchrist	211.29	
Marx Straus	698.26	
Amounts carried forward	\$ 4,857.14	\$40,949.24

University Funds, Continued		Income	
Amounts brought forward	.....	\$ 4,857.14	\$40,949.24
Collins	.....	246.95	
Cooper	.....	221.78	
Williams	.....	100.99	
Hotchkiss	.....	47.38	
Firestone	.....	489.14	
Parker	.....	47.00	
Johnson	.....	95.65	
Ellis	.....	201.26	
			6,307.29
<i>Scholarship Funds</i>			
Cowles Memorial	.....	\$ 50.00	
Dr. A. D. Lord	.....	55.00	
Mrs. Elizabeth W. R. Lord	.....	50.00	
Hinchman	.....	52.25	
Lydia Ann Warner	.....	250.00	
F. V. Hayden	.....	50.00	
Avery	.....	300.00	
Finney	.....	62.50	
Howard Valentine	.....	50.00	
Caroline	.....	50.00	
Talcott	.....	50.00	
Metcalf	.....	50.00	
Dodge	.....	50.00	
Dascomb	.....	50.00	
Bierce	.....	50.00	
Graves	.....	50.00	
Lewis Nelson Churchill	.....	37.50	
Ann Lincoln	.....	10.00	
Mary E. Wardle	.....	62.50	
Dr. Dudley Allen	.....	325.00	
Henry N. Castle	.....	50.00	
Class of '58	.....	51.25	
Class of '69	.....	53.02	
Class of '98	.....	50.00	
Jean Woodward Irwin	.....	50.00	
Amounts carried forward	.....	\$ 1,959.02	\$47,256.53

University Funds, Continued		Income	
Amounts brought forward	\$ 1,959.02		\$47,256.53
Howard Gardner Nichols.....	50.00		
May Moulton Memorial	50.00		
John Manning Barrows.....	50.00		
Julia Clark Davis.....	50.00		
Lucy M. Thompson.....	100.00		
Goodnow	250.00		
Total income scholarship funds			2,509.02
(see page 353)			
Jennie Allen Nurse	\$ 150.00		
Hannah Snow Lewis.....	25.00		
Shop Work	50.00		
Art Building	250.00		
Barrows Memorial	250.00		
Class of '98 (new).....	47.24		
			772.24

COLLEGE

Endowment Funds

Endowment	\$ 3,402.98	
Dascomb Professorship	981.72	
Stone Professorship	2,500.00	
Fredrika Bremer Hull Professor- ship	2,794.07	
Graves Professorship	1,500.00	
Brooks Professorship	1,500.00	
Monroe Professorship	1,187.42	
James F. Clark Professorship...	1,250.00	
Perkins	1,000.00	
Avery Professorship	1,250.00	
L. H. Severance Professorship..	2,000.00	
Severance Laboratory	500.00	
Amounts carried forward	\$199,866.19	\$50,537.79

REPORT OF THE TREASURER

College Funds, Continued		Income	
Amounts brought forward	\$19,866.19		\$50,537.79
Adelia A. Field Johnston Profes- sorship	626.21		
Total income endowment funds (see page 357)			20,492.40

Scholarship Funds

Jennie Williams	\$ 50.00
Ellen M. Whitcomb.....	300.00
Flora L. Blackstone.....	50.00
Tracy-Sturges	25.00
E. A. West Fund.....	75.00
Harvey H. Spelman.....	50.00
Lucy B. Spelman.....	50.00
Janet Whitcomb	50.00
Mrs. F. E. Tracy.....	50.00
Frank Dickinson Bartlett.....	250.00
Andover	100.00
J. C. and Elizabeth E. Wilder....	100.00
Comfort Starr	125.00
Sarah M. Hall.....	25.00
Gilchrist-Potter	237.50

Total income scholarship funds (see page 360)	1,537.50
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THEOLOGICAL SEMINARY

Endowment Funds

Endowment	\$ 1,732.08
Finney Professorship	1,068.56
Morgan Professorship	446.80
Holbrook Professorship	1,250.00
Michigan Professorship	1,257.93
Place	237.50
Burrell	374.73
Amounts carried forward	\$ 6,367.60
	\$72,567.69

Theological Funds, Continued		Income	
Amounts brought forward	\$ 6,367.60		\$72,567.69
Hudson	6.67		
Warner	21.38		
Joshua W. Weston.....	50.00		
William C. Chapin.....	860.28		
Haskell Lectureship	1,000.00		
D. Willis James.....	2,000.00		
L. Smith Hobart.....	50.00		
Gillett	245.41		

Total income endowment funds \$10,601.34
(see page 362)

From University Funds..... 5,137.60
(see page 362) 15,738.94

SCHOLARSHIP FUNDS

Lemuel Brooks	\$ 250.00
Jennie M. Rosseter.....	75.00
McCord-Gibson	50.00
John Morgan	50.00
Painesville	50.00
Oberlin First Congregational Church	50.00
Oberlin Second Congregational Church	50.00
Anson G. Phelps.....	50.00
Butler	50.00
Miami Conference	50.00
Tracy	62.50
Sandusky	50.00
Leroy H. Cowles	62.50
Charles E. Fowler.....	50.00
Emerson	62.50
Susan S. Button.....	14.60
Elizabeth L. Warriner	50.00

Total income scholarship funds 1,077.10
(see page 363)

Amount carried forward\$89,383.73

REPORT OF THE TREASURER

Amount brought forward\$89,383.73

CONSERVATORY

Rice Professorship	\$ 1,520.98	
Endowment Fund	250.00	
Total income Conservatory funds		1,770.98

LIBRARY

Endowment Funds

Library	\$ 2.10
Class of '85	44.35
Cochran	25.00
Grant	25.00
Hall	25.00
Henderson	5.00
Holbrook	558.83
Keep-Clark	25.00
Plumb	50.00
E. K. Alden	286.21
Andrews	5.00
Faculty	107.62
Helen G. Coburn.....	499.00
E. A. West	142.50
Charles M. Hall.....	450.00
D. Willis James.....	500.00
L. H. Severance.....	250.00
Abbie R. Kendall.....	23.75
C. N. Lyman.....	1,669.78
E. A. and C. B. Shedd.....	250.00
C. S. Hay.....	50.00
Anonymous	500.00
Whipple	7.92
Perry	17.00

Amounts carried forward	\$ 5,519.06	\$91,154.71
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Library Funds, Continued		Income	
Amounts brought forward		\$ 5,519.06	\$91,154.71
Davis		29.33	
H. L. Terrell		228.50	
Helen Culver		50.00	
Grace H. Dodge		100.00	
Sundry Gifts		995.27	
Total income endowment funds			6,922.16
(See page 367)			

OTHER FUNDS HELD IN TRUST

Pinkerton	48.51	
L. L. S. Fellowship.....	107.45	
Union Library Association	52.83	
		208.79
		<u>\$ 98,285.66</u>

REPORT OF THE AUDITING COMMITTEE FOR THE YEAR ENDING AUGUST 31, 1910

To the Board of Trustees of Oberlin College:

Your Committee employed Mr. Arthur L. Patrick and Mr. T. E. Pigott, certified accountants, who report as follows:

We have examined the accounts of Mr. James R. Severance, your Treasurer, for the year ending August 31, 1910, and have pleasure in reporting as follows:

We found all disbursements covered by vouchers, or by returned checks.

All Cash Books were footed correctly, and the Cash Balance, \$89,714.15, on August 31, 1910, verified by actual counting of cash, and reconciliation of Bank Balances as of that date.

We have proved the general accuracy of your books by verifying all Ledger Balances and checking same to your Trial Balance.

In addition to the examination made by the Accountants, your Committee have personally examined all bonds, notes, mortgages, certificates of stock and all other evidence of property which were on hand at the beginning of the present year or were received during the year, and also all securities held as collateral for loans. We find that all are now in the hands of the Treasurer or are fully accounted for; and that the proceeds of all securities and real estate sold and all payments of principal endorsed on any of the notes have been properly credited on the books of the College.

[Signed]

IRVING W. METCALF,
W. N. GATES,

Auditing Committee.

THE ANNUAL MEETING OF THE BOARD OF TRUSTEES, NOVEMBER 11, 1910

There were present: President King, Messrs. Bradley, Cochran, Fitch, Ford, Gates, Goodrich, Hall, Kirshner, Metcalf, Shedd, and Warner.

The election of Trustees resulted as follows: Hon. Theodore E. Burton, Cleveland, Ohio, of the class of 1875, re-elected by the alumni, full term.

Mr. Charles M. Hall, Niagara Falls, N. Y.; Dr. Charles J. Ryder, New York, N. Y.; and Mr. Charles B. Shedd, Chicago, Ill., re-elected for the full term.

A new standing committee was appointed, to be designated the Committee on Location, Plans, and Construction of College Buildings. The new committee takes the place of the former Trustee committee on Location of Buildings, and of special committee on particular buildings; it was understood that this committee would work in coöperation with one or more similar committees to be appointed by the General Faculty. The committee was appointed as follows: President King, Messrs. Gates, H. H. Johnson, Shedd, and Warner.

The Trustees considered the deficits of recent years and the probable deficits in future years, and voted that the time had come for an increase in the term bills in the College of Arts and Sciences and in the Academy. Beginning with September, 1911, the term bills in the College of Arts and Sciences will be increased from \$75 to \$100 per year; in the Academy, from \$50 to \$75 per year.

A committee was appointed consisting of Dr. Tenney, Dr. Warner, and Dr. Fitch, to prepare a memorial resolution con-

cerning Mrs. A. A. F. Johnston. This resolution is as follows:

With deep regret the Board of Trustees of Oberlin College records the death of our honored and beloved graduate, administrator, and teacher, Mrs. Adelia A. Field Johnston, who passed away July 22, 1910.

Mrs. Johnston became a member of the Preparatory Department of the College in 1850, and was graduated from its Literary Course with the class of 1856.

Entering at once upon her career as a teacher, she served three years as the principal of the Black Oak Grove Seminary, Mossy Creek, Tennessee. Returning to Ohio in 1859, she was married, August 17th, to Mr. James M. Johnston, of the class of '58, and for the year following they taught together in the Academy at Orwell, Ohio. Entering the army, Mr. Johnston's death occurred in 1862. For the three years following Mrs. Johnston served as principal of the Academy in Kinsman, Ohio. Then followed a year of special Latin study under Dr. Samuel L. Taylor of Phillips Academy, Andover, Mass., and four years as preceptress of the North Situate Academy in Rhode Island. In 1868 Mrs. Johnston visited Germany for the purpose of perfecting herself in the German language, where she remained until elected, in 1870, by this Board, to the position of Principal of the Woman's Department of Oberlin College. In 1893 the title of this position was changed to that of Dean of the Woman's Department.

For thirty years, until 1900, she administered this Department with a strength and tactful wisdom which has contributed largely to the success of the College as a great co-educational institution.

To her administrative responsibilities Mrs. Johnston early added the work of classroom instruction, was made Instructor in History, and in 1890 received the appointment of Professor of Medieval History, which chair she continued to hold until her retirement from active service under the Carnegie Foundation in 1907, when she received from this Board the honorary appointment of Professor Emeritus.

During the thirty years of her administration as Principal and Dean of the Woman's Department, Mrs. Johnston served continuously as a member of the Woman's Board of Managers of the College, and on her retirement from that position was elected by the Trustees a member of this body. Resigning the position, however, because of discovered legal ineligibility, she was

elected a member of the Prudential Committee, where she rendered important service, and as a member of that Committee she was present at, and participated in, the semi-annual meeting of the Board, June 20, 1910, four weeks preceding her death.

The admirable work wrought by Mrs. Johnston received academic recognition from Hillsdale College, which honored her with the degree of Master of Arts in 1873. In 1878 the same degree was conferred upon her by this Board, and in 1906 she received the degree of Doctor of Laws from the Western Reserve University.

To Mrs. Johnston the College is largely indebted, in addition to her services as administrator and teacher, for financial efforts which have added materially to its endowment and scholarship funds, secured Sturges Hall and the Woman's Gymnasium, stimulated the interest in Art Study, and added a valuable collection of photographic reproductions.

To her also both College and community are deeply indebted for the interest awakened and the work accomplished, by the Village Improvement Society, of which she was the originator and President, which society aims to ensure for the homes and student life of Oberlin a worthy and inviting environment.

For Mrs. Johnston the Master's commendation has been well earned. "She hath done what she could."

ALUMNI ASSOCIATIONS

GENERAL ASSOCIATIONS

COLLEGE ASSOCIATION

President—Rev. Harry D. Sheldon, of the class of 1886.

Vice-Presidents—Mr. Charles H. Hulburd, of the class of 1871, of Chicago, Ill.; Rev. Sydney D. Strong, D.D., of the class of 1881, of Seattle, Wash.; Mr. R. T. Miller, Jr., of the class of 1891, of Chicago, Ill.; Mrs. Mabel Fauver Gibson, of the class of 1901, of Oberlin, Ohio.

Secretary—George M. Jones, '94, Oberlin, O.

The membership includes all graduates of the College, the Theological Seminary, the Conservatory of Music, and all holders of honorary degrees bestowed by the College.

The annual meeting is held in Oberlin on Tuesday morning of commencement week. The Alumni Dinner occurs on Wednesday, Commencement Day.

Six of the Trustees of Oberlin College are elected to their office by the ballot of all Alumni of the College, one vacancy occurring in the board at each annual meeting.

THEOLOGICAL ASSOCIATION

President—Rev. Louis J. Luethi, t'94, Chardon, O.

Vice-Presidents—Rev. Newton W. Bates, t'94, Austinburg, O.; Rev. Leander J. Aldrich, t'85, Dover, O.

Speaker—Professor Edward A. Steiner, t'91, Grinnell College, Grinnell, Iowa.

Alternate—Rev. Marston S. Freeman, t'90, Madison, O.

Secretary—Professor L. F. Miskovsky, t'91, Oberlin, O.

The annual meeting is held immediately following the commencement exercises of the Theological Department, in May of each year.

ALUMNI ASSOCIATIONS

LOCAL ASSOCIATIONS

NEW ENGLAND ASSOCIATION, FOUNDED IN 1877

President—Mr. Curtis H. Waterman, '96, 246 Washington St., Boston, Mass.

Vice-President—Mr. Ralph H. Houser, '09, Worcester, Mass., Worcester Academy.

Corresponding Secretary—Miss Minnie May, '98, 31 Trinity Place, Boston, Mass.

Recording Secretary and Treasurer—Mr. Cleveland F. Witherby, '97, 20 Cedar Park, Boston, Mass.

NEW YORK ASSOCIATION, FOUNDED IN——

President—Mr. Lewis H. Pounds, '82, 317 E. 17th St., Brooklyn, N. Y.

Vice-Presidents—Mr. Noel Gale, '82, 40 Wall St., New York, N. Y.:
Mrs. John R. Rogers, c.'74, 251 Gates Ave., Brooklyn, N. Y.

Corresponding Secretary—Mr. Franklin H. Warner, '98, 141 Broadway, New York, N. Y.

Treasurer—Mr. Clarence C. Johnson, '99, 195 Broadway, New York, N. Y.

Annual meeting in March or April of each year.

OBERLIN ASSOCIATION OF ILLINOIS, FOUNDED IN 1870

President—Mr. Homer Abbott, '88, 125 LaSalle St., Chicago, Ill.

Vice-President—Mr. Robert A. Millikan, '91, 5605 Woodlawn Ave., Chicago, Ill.

Secretary-Treasurer—Mr. Charles E. Shearman, 437 County Building, Chicago, Ill.

Annual meeting in March or April of each year.

NORTHWESTERN ASSOCIATION, FOUNDED IN 1881

President—Mr. Edwin S. Slater, '83, 517 Metropolitan Life Building, Minneapolis, Minn.

Secretary—

MIDLAND ASSOCIATION, FOUNDED IN 1889

President—Judge Theodore Remley, 96, Commerce Building, Kansas City, Mo.

Secretary and Treasurer—Mrs. A. T. Hemingway, '02, 3705 Walnut St., Kansas City, Mo.

WESTERN PENNSYLVANIA ASSOCIATION, FOUNDED IN 1893

President—Mr. William A. Dick, '90, 910 Chislett St., Pittsburgh, Pa.

Vice President—Mr. T. W. D. Addenbrook, '00, 1404 4th Ave., New Brighton, Pa.

Secretary and Treasurer—Mrs. Elinore Jones Seaman, '98, 316 Home Ave., Avalon, Pa.

Annual meeting in April of each year.

RED RIVER VALLEY ASSOCIATION, FOUNDED IN 1898

Secretary and Treasurer—Mr. A. A. Love, '88, Fargo, N. D.

Annual meeting in February or March of each year.

CENTRAL NEW YORK ASSOCIATION, FOUNDED IN 1903

President—Rev. Walter G. Hull, '86, Elmira, N. Y., 561 Spaulding St.

Secretary and Treasurer—Professor A. S. Patterson, '95, 415 University Place, Syracuse, N. Y.

Annual meeting in March or April of each year.

NORTHWESTERN OHIO ASSOCIATION, FOUNDED IN 1903

President—Mr. Edward H. Rhoades, Jr., '96, 127 Prescott St., Toledo, O.

Vice-President—Mrs. George B. Brown, '61, 2116 Warren St., Toledo, O.

Annual meeting on the second Friday in February.

ALUMNI ASSOCIATIONS

CLEVELAND ASSOCIATION, FOUNDED IN 1905

President—Mr. George B. Siddall, '91, 1015 Garfield Building, Cleveland, O.

Vice-President—Miss Frances M. Beaumont, '68, 1941 E. 66th St., Cleveland, O.

Secretary and Treasurer—Mr. Cleaveland R. Cross, '03, 1306 Williamson Building, Cleveland, O.

NORTHERN CALIFORNIA ASSOCIATION, FOUNDED IN 1905

President—Mr. Wakene A. Gates, '78, 711 Merchants Exchange, San Francisco, Calif.

SOUTH DAKOTA ASSOCIATION, FOUNDED IN 1905

President—Rev. Samuel J. Beach, D.D., t.'75, Redfield, S. D.

Secretary—Rev. George L. W. Kilbon, '99, Ashton S. D.

OBERLIN ASSOCIATION OF SUMMIT COUNTY, OHIO, FOUNDED IN 1905

President—Mr. Andrew H. Noah, ex-'80, Care Diamond Rubber Co., Akron, O.

Vice-President—Mrs. William H. Means, ex-'91, 385 Woodland Ave., Akron, O.

Secretary—Mr. Philip B. Treash, '00, 412 Hamilton Building, Akron, O.

Treasurer—Mr. C. M. Woodruff, '01, Merriman St., Akron, O.

NEBRASKA ASSOCIATION, FOUNDED IN 1906

President—Mr. Harley G. Moorhead, '99, 657 Brandeis Building, Omaha, Neb.

Secretary—Miss Lucy M. Haywood, c.'94, 1522 S St., Lincoln, Neb.

OHIO VALLEY ASSOCIATION, FOUNDED IN 1906

* President—Mr. William M. Ampt, '63, 1737 E. McMillan St., Cincinnati, O.

Secretary—Russell B. Hopkins, '08, 2100 St. James Ave., Cincinnati, O.

Treasurer—Mr. Fred E. Blundell, 221 W. 4th St., Cincinnati, O.

* Deceased, December 16, 1909

OBERLIN COLLEGE ASSOCIATION OF MICHIGAN, FOUNDED IN 1908

President—Mr. N. C. Kingsbury, ex-'92, Mich. State Telephone Co., Detroit, Mich.

Vice-President—Mrs. Ralph Collins, 91 Rowena St., Detroit, Mich.

Secretary-Treasurer—Dr. Clarence E. Simpson, '99, 270 Woodward Ave., Detroit, Mich.

NORTHEASTERN IOWA OBERLIN ASSOCIATION, FOUNDED IN 1908

President—Mr. Ernest A. Sheldon, '99, Charles City, Iowa.

Vice-President—Miss Bertha K. Shutts, c.'04, Grinnell, Iowa.

Secretary-Treasurer—Mr. Thomas S. Skinner, c.'06, Mt. Vernon, Iowa.

OBERLIN ASSOCIATION OF PUGET SOUND, FOUNDED IN 1909

President—Mr. Frederick A. Hazeltine, '89, South Bend, Wash.

Vice-President—Mrs. Mary H. Ellis, '67, 729 27th Ave., S. Seattle, Wash.

Secretary-Treasurer—Mr. Dan Earle, '01, 412 New York Bldg., Seattle, Wash.

SPOKANE ASSOCIATION, FOUNDED IN 1910

President—Dr. Arthur T. Cunningham, '96, 01925 Monroe St., Spokane, Wash.

Secretary—Mr. F. G. Fulton, '07, Box 1610, Spokane, Wash.

OREGON OBERLIN ASSOCIATION, FOUNDED IN 1910

President—Hon. H. M. Cake, '81, 210 Chamber of Commerce Bldg., Portland, Ore.

Vice-President—Mr. Henry L. Bates, '76, Forest Grove, Ore.

Secretary—Dr. Courtland L. Booth, '05, 1073 Clinton St., Portland, Ore.

Treasurer—Mrs. F. E. Beach, 524 Elm St., Portland, Ore.

Reporter—Miss Helen G. Abbott, '05, 831 Capitol Ave., Portland, Ore.

ST. LOUIS ASSOCIATION, FOUNDED IN 1910

President—Dr. Thomas A. Hopkins, '91, 319 Century Building, St. Louis, Mo.

Vice-Presidents—Rev. William M. Jones, St. Joe, Mo.; Mrs. A. O. Wilson, c.'93, 14 Windemere Place, St. Louis, Mo.

Secretary—Mrs. Edward H. Tenney, '03, 1386 Blackstone Ave., St. Louis, Mo.

Treasurer—Mr. Edwin S. Pearl, '94, 4815 Hammett Place, St. Louis, Mo.

OBERLIN ASSOCIATION OF SOUTHERN CALIFORNIA, FOUNDED IN 1910

President—Rev. Frederic W. Fairfield, '68, 907 N. Bonnie Brae, Los Angeles, Calif.

Secretary—Rev. L. F. Bickford, '68, 6032 Monte Vista St., Los Angeles, Calif.

OBERLIN ASSOCIATION OF NORTH CHINA, FOUNDED IN 1910

President—Rev. George D. Wilder, '91, North Tung-Cho, China.

Secretary-Treasurer—Rev. A. W. Staub, '04, Taikuhsien, Shansi, China.

GIFTS

All departments of the institution—the College, the Theological Seminary, the Academy, the Conservatory of Music, and the course in Drawing and Painting, are under the care of the same Board of Trustees, and all gifts and bequests should be made to “The Board of Trustees of Oberlin College.” When bequests are designated for the uses of a particular department, or for any other special purpose, they are limited to such purposes. But the experience of colleges shows that it is desirable to have the specific use of the income of endowments left as far as possible to be determined by the Trustees as the needs of the growing work may demand. The work of Oberlin College has greatly outgrown the present equipment, and there is pressing need of additional endowments, scholarships, and buildings.

FORM OF BEQUEST

*I give and bequeath to The Board of Trustees of Oberlin College the sum of.....Dollars,
for an endowment fund, to be called.....
.....Fund (or Professorship, or Scholarship.)*

FORM OF ANNUITY BOND

Whereas the sum of.....Dollars has been given to the Board of Trustees of Oberlin College, Oberlin, Ohio, by of upon condition that, in consideration of said gift, an annuity of Dollars be paid to the said..... during.....life.

Therefore the Board of Trustees of Oberlin College hereby agrees to pay the said sum of.....Dollars to the order of said.....at the Treasurer's office of said College, during the natural life of said..... commencing January first, Nineteen Hundred.....

In witness whereof The Board of Trustees of Oberlin College has hereunto affixed its Corporate Seal and caused this bond to be signed by its Treasurer at Oberlin, Ohio, this.....day of.....191....

OBERLIN COLLEGE LIVING ENDOWMENT UNION

MEMBERS' AGREEMENT

I, the undersigned, hereby become a member of the Oberlin College Living Endowment Union, and agree, for the purpose of said Union, to pay five per cent per annum of the sum of..... Dollars, on or before the first day of July of each year, to the Treasurer of Oberlin College; provided, that, by giving thirty days' notice previous to the date of payment to the Secretary of the Union, I shall be excused for such year from making this payment, or any part of it that I may request; and provided, further, that, by giving sixty days' notice previous to the date of any payment, I may withdraw from the Union, and that all obligations hereunder shall terminate at my decease.

The first annual payment under this agreement (\$.....) is to be due and payable on or before July 1, 19....

Date Signature

Address

INDEX

- Academy*, report on, 30; report of Principal and Associate Principal, 250-254; instruction in, 32.
- Administration*, College, xi-xxiii; committee on, xxi.
- Administrative Officers*, 19; report of Treasurer, 20; Secretary, 22; Assistant to the President, 23; College of Arts and Sciences, 112.
- Admission*, of Students, Committee on, 204-230; college enrolment, 204; to advanced standing, 207; as Freshman and College Specials, 209.
- Adviser of Foreign Students*, 59.
- Advisory Committees*, xxiv-xxv.
- Alumni*, 56; Necrology, 57, 294; Living Endowment Union, 18; class gifts, 19; former student catalogue, 26; Bureau of Appointments, 117; vote for Alumni Trustees, 101; number of living, 109; associations, 407.
- Alumni Trustees*, vote for, 101.
- Alumni Associations*, 407-412.
- Anatomy*, instruction and attendance, 310.
- Annuity Bond*, form of, 414.
- Appointments*, new, 41; Bureau of, 117.
- Appreciation of Music*, course in, 132, 320.
- Archæology*, Greek, 130, 310.
- Artist Recitals*, 92, 247.
- Assigning Officer*, 116.
- Assistant to the President*, report of, 23.
- Astronomy and Physics*, work of department, 141, 311.
- Athletics*, report of Director, 35, 276.
- Attendance*, 105, 245.
- Auditing Committee*, report of, 401.
- Bequest*, form of, 413.
- Beneficiary Aid*, 62.
- Bible*, English, work of department, 311, 327.
- Bibliography*, 120, 311.
- Board of Trustees*, ix.
- Botany*, work of department, 144, 311, 327.
- Budget*, 8.
- Buildings and Grounds*, report of Superintendent, 35, 292.
- Bulletin of Oberlin College*, publication, 98.
- Bureau of Appointments*, 117.
- Calendar*, vii-viii; college, 99.
- Carnegie Library*, 256.
- Catalogues*, 98.
- Chemistry*, work of department, 140, 311.
- Church History*, 325.
- College of Arts and Sciences*, Report of Faculty, 111-193.
- College Administration*, xi-xxiii.
- Colleges*, relation to other, 94.

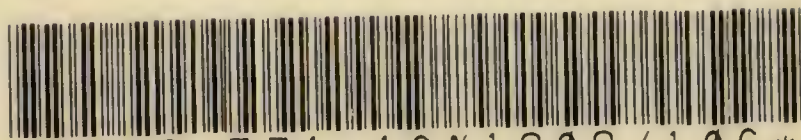
- Committee on Admission*, report of Chairman, 113, 204.
- Committees*, Trustee, x; list of, for 1910-11, xviii-xxiii; Faculty, xviii-xxii; Council, xxii; Prudential, xxiii; Advisory, xxiv-xxv; Prudential, actions of, 9; executive, report of chairman, 4-96.
- Concerts*, Lectures and, 92, 247.
- Conservatory*, Report of Director, 30, 243-248; students in, 245; faculty, 243; concerts and recitals, 247-248.
- Contents*, iii-v.
- Dean of College Men*, report of, 112, 194.
- Deans of Women*, report of Chairman, 269.
- Dean of College Women*, report of, 112, 202.
- Dean of Conservatory Women*, report of, 249.
- Dean of Academy Women*, report of, 255.
- Dean of Theological Seminary*, report of, 29, 240-242.
- Deaths*, see *Necrology*; of Mrs. A. A. F. Johnston, 44; students, 201.
- Debate*, 327.
- Declamation*, 328.
- Degrees and Diplomas*, 102-104, 231.
- Director of Conservatory of Music*, report of, 30, 243-248.
- Director of Athletics*, report of, 35, 276.
- Directory*, of Faculty and Students, 98.
- Donors*, 14.
- Drawing and Painting*, work of department, 132; mechanical drawing, 328.
- Economics and Sociology*, work of department, 155, 312.
- Education*, work of department, 162, 313.
- Elocution*, 326.
- English*, work of department, 121, 313, 328.
- Enrolment*, for nineteen years, 105; general, for 1909-10, 106; College, 174, 231; in Conservatory, 245.
- Entrance Credits*, presented by Freshmen, 219; of Conservatory students, 227.
- Equipment*, material, 190.
- Expense*, table of distribution, 28.
- Executive Committee*, Report of Chairman, 4-96.
- Faculty*, entering on work after leave of absence, 36; leave of absence, 37; resignations and end of term of service, 37; promotions, 38; reappointments, 39; new appointments, 41; important official actions, 45, 187, outside work and lectures, 48; reports, 120; publications, 55.
- Faculty of the College of Arts and Sciences*, report of, 111-193; contents of report, 111.
- French*, 126, 315, 329.
- Freshmen*, reports of for first semester, 229; Honor List, 174.
- General officers*, reports of, 35, 97.
- Geographical Distribution of Freshmen and College Specials*, 216.

- Geology*, work of department, 142, 316.
- German Language and Literature*, work of department, 124, 316, 329.
- Gifts*, reported by the Treasurer, 15; reported by the Librarian, 17; to various collections, 18; class, 17, 19.
- Greek Literature*, and Greek Archaeology, 130, 317, 329.
- Gymnasiums*, Men's: report of Director, 35, 270; use of, 270; finances of, 270.
Women's: report of Director, 35, 282; finances, 282; Teachers Course in Physical Training, 283; use of, 283; enrolment, 284.
- Gymnasium and Field Association*, 285.
- Half-Million Fund*, New, 24.
- Heads of Departments and Associated Officers*, reports of, 29-35.
- Hebrew*, 325.
- High Schools*, list of, 209.
- History*, work of department, 152, 317, 329; Church, 325.
- History of the Year*, 3-96.
- History of Music*, 132, 320.
- Homiletics*, 325.
- Instruction*, Honor System, 199; range of courses, 169; amount of work offered, 170; units, 171; advances, 173; needs, 173; statistics of, in College, 310; in Seminary, 325; in Academy, 327.
- Italian*, 318.
- Languages*, Hebrew, 325; Greek, 130, 317, 329; Latin, 128, 318, 330; German, 124, 316, 329; English, 121, 313, 328; Italian, 318.
- Latin Language and Literature*, work of department, 128, 318, 330.
- Leave of Absence*, 37.
- Lectures and Concerts*, 92, 247.
- Librarian*, report of, 33, 256-268.
- Library*, Carnegie, growth of, 256; additions to, 257; cataloguing department, 261; reference and circulating departments, 262; shelf department, 265; building, 266; needs, 266; staff, 267.
- Living Endowment Union*, Trustee action, 18, 26; member's agreement, 415.
- Material Equipment*, College of Arts and Sciences, 190.
- Mathematics*, work of department, 139, 319, 330.
- Men*, number in Oberlin, 108; in College of Arts and Sciences, 108; enrolment of, 194; losses, 194; deaths, 201; general items on, 281-282.
- Men's Building*, committee on, xxiii, 13; fees, 8, 47.
- Music*, 320 (see Conservatory).
- Neurological Record*, 295-309; index, 295.
- Needs*, 96, 191.
- New Testament Language and Literature*, work of department, 325.
- News-letters*, 99.
- Officers and Teachers*, 108.
- Official Records and Statistics*, 100.

- Old Testament Language and Literature*, work of department, 325.
- Olney Art Collection*, report on, 134.
- Oratory and Rhetoric*, work of department, 123, 320, 326.
- Outside Work and Lectures*, 48.
- Painting, Drawing and*, 132.
- Phi Beta Kappa*, 175.
- Philosophy*, work of department, 160, 320.
- Physical Training, Physiology and*, 151, 321; credit courses, 321.
- Physics and Astronomy*, work of department, 141, 321.
- Physiology and Physical Training*, work of department, 151.
- Physiology and Hygiene*, 322.
- Political Science*, work of department, 159, 322.
- Practical Theology*, 326.
- President*, report of, 1-96.
- Principal of Academy*, report of, 250.
- Prudential Committee*, xxiii; important actions of, 9.
- Psychology*, work of department, 161, 320.
- Publications*, faculty, 55; College, 98.
- Publicity*, 99.
- Race Question*, 60.
- Records*, official and statistics, 100.
- Registrar*, report of, 114, 231; statistics of Class of 1910, 231; special students, 233; electives, 234; scholarship, 235; work of, 235.
- Relations to other educational institutions*, educational meetings, 94; other colleges and universities, 95.
- Rhetoric, Oratory and*, 123.
- Romance Languages and Literatures*, work of department, 126.
- Scholarship*, of freshmen, 7; highest freshmen, 174; Phi Beta Kappa, 175.
- Science Electives*, 128.
- Secretary*, report of, 22, 97-110.
- Semester Reports*, for Freshmen, 229.
- Seventy-fifth Anniversary Catalogue*, 100.
- Shansi Memorial Association*, 89.
- Slavic Department*, work of, 326.
- Sociology, Economics and*, 155, 312.
- Statistics*, official records and, 100; of instruction and attendance, 310; of enrolment, 105, 171.
- Students*, adviser to foreign students, 59; the race question, 60; beneficiary aid, 62; Christian Association reports, 77; Shansi Memorial Association, 89; from Ohio, 107; admitted to advanced standing, 207; as freshmen and college specials, 209; enrolment in college of Arts and Sciences, 174, 231; degrees, 174; freshman electives, 234; freshman honor list, 174; Phi Beta Kappa, 175.
- Summer Session*, report of Chairman, 117, 237-239.
- Superintendent of Buildings and Grounds*, 35, 292.

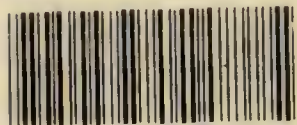
- Supplementary Reports*, 97 fg.
- Teachers Course in Physical Training*, 323.
- Tests of Efficiency*, committees on, xxi.
- Theological Seminary*, report of Dean, 29, 240-242.
- Theology*, work of department, 29, 325.
- Treasurer*, report of, 20, 333-399. see contents, 335.
- Treasurer's Statement*, 337.
- Trustees*, list of, ix; committees, x; election of, 4; work of, 5; official actions, 5; at Annual Meeting, 5 403; Semi-annual Meeting, 6.
- Tutorial System*, report on, 7.
- Women's Board*, xxiii.
- Y. M. C. A.*, 78.
- Y. W. C. A.*, 84.
- Zoology*, work of department, 143, 322.

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